

# SECOND PRIMARY LANGUAGE BOOK

REIMOLD

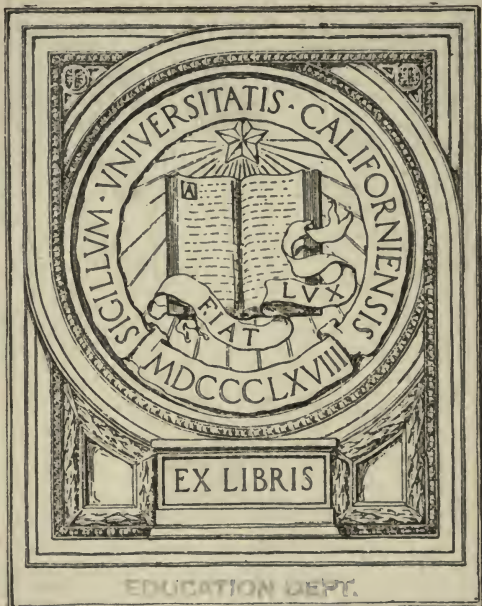
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# SECOND PRIMARY LANGUAGE BOOK

BY

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(UNIVERSITY OF MICHIGAN)

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*ILLUSTRATED*



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## PREFACE

THIS book aims to develop logically the work begun in the First Primary Language Book, and to give the pupil a knowledge of the simplest principles of the English language and an understanding of its structure that will be a solid foundation for all his subsequent study. In addition it gives special attention to the correction of those errors which are universal among Filipino students during the first years of English work. The fact that most children leave school upon completion of the primary course makes this feature especially important.

Many exercises and drill devices are provided to give the pupil that unconscious familiarity with correct forms so essential for conversational use of the language. Bearing in mind both the importance and the difficulty of the study of the verb, the author has taken care to present the work on the primary tenses of verbs in simple, untechnical language. In the treatment of sentences—affirmative, negative, and interrogative—word order receives particular attention.

Clear, concise, and logical expression is aimed at in all exercises. The lessons on informal letter writing and simple business correspondence present interesting material for composition work and give the pupil a useful, practical training. Further material for composition work is suggested by the series of Robinson Crusoe stories. These stories, dealing with Crusoe's long exile on a tropical island, his primitive industries, his inventiveness, and his perseverance, present many valuable object lessons and will hold the child's interest throughout the book.

The teacher will find that the needs of the crowded school have been kept in mind. The simplicity of explanations, the explicit directions for all work, and the question method of developing topics, will help the pupil to help himself. The frequent notes, the suggestions to teachers, and the pages of conjugations in the back of the book will help the teacher and tend to lighten his work.

In the preparation of the manuscript, the author has had valuable assistance and suggestions from a number of persons of experience

in Philippine schools, as well as from experts in the teaching of foreign languages to children. The book was sent to the Philippines in proof form, and was criticised and tested by teachers in actual practice. The author desires to extend special thanks to Miss Margaret A. Purcell, John W. Ritchie, Parker H. Fillmore, Walter I. Chapman, Miss Gertrude E. McVenn, Miss Mary H. Fee, Mrs. Pearl B. Carter, J. V. Barrow, Russell Trace, E. H. Hammond, George L. Swank, Austin Craig, H. C. Theobald, W. E. Chapman, Lot D. Lockwood, James C. Scott, W. W. Marquardt, Will S. Ireys; also to W. L. Harrington, author of a series of books for non-English-speaking people, and Phil. Huber, Superintendent of Schools, Saginaw, Michigan.

The Revised Edition, which contains twenty-four additional pages, incorporates the latest recommendations of the Advisory School Texts Committee, to whom all changes and additions were submitted before the book was published in this final revised form.

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My Name is Robinson Crusoe

## SECOND PRIMARY LANGUAGE BOOK

### 1. Robinson Crusoe

Do you know who I am, boys and girls? My name is Robinson Crusoe.

Did you ever see clothes like mine? I made them myself. Can you see what they are made of?

I made my umbrella, too. There are no stores where I live. There are no tailors, no shoemakers, no carpenters.

I live alone on an island. This island is far away from people and towns. My only companions are my dog, my cats, my parrot, and my goats. When I need anything, I have to make it myself.

In this book I shall tell you some stories about my lonely life. I shall tell you how I learned to be a carpenter, a potter, a baker, and a tailor. Did you ever hear of one man doing so many different kinds of work?

Can you do so many things?

Have you ever read the story of Robinson Crusoe? Where did Crusoe live? What is an island? Do you live on an island?

Did Robinson Crusoe buy his clothes? Who was his tailor? Why did Crusoe have to do everything for himself?

Who were Crusoe's companions?

Look at the picture of Robinson Crusoe and tell something about him.

### WRITTEN EXERCISES

I. *Write ten statements about Robinson Crusoe.*

II. *Write ten questions about Robinson Crusoe.*

NOTE.—The questions after the reading lesson should be answered in class. Let only one pupil answer at a time. The answers should be in the pupil's best English. Let the answers be written on the board and criticised by the teacher with the assistance of the class. Do not let more than one child talk at a time. Let the pupils copy the answers on paper. Collect the papers, correct, and return to the pupils. At the next recitation ask these questions in review.

Follow this method in all similar work. Read Suggestions to Teachers, I.

## 2. A Pupil's Description of Himself

### WRITTEN EXERCISES

I. *Write an answer to each of the following questions :*

1. What is your name?
2. How old are you?
3. In what town and barrio do you live?
4. What is your father's name?
5. What is his occupation?
6. How many brothers and sisters have you?
7. How many years have you been in school?

8. In what grade are you now?
9. Who is your teacher?
10. Which study do you like best?
11. What can you do at home to help your parents?
12. What do you wish to do when you are older?

II. *Write a description of yourself.*

NOTE. — Let the pupils answer orally all the questions before writing.

### 3. Sentences

You have studied two kinds of sentences. Can you tell what they are?

What mark comes after a statement? After a question?

Count the sentences in the story about Robinson Crusoe that you read. How many are statements? How many are questions?

Some sentences **command** or **request** a person to do something. If your teacher wants you to study your lesson, he says, "Study your lesson."

You sometimes hear your teacher give such commands as these:

Open the window.

Shut the door quietly.

Write your exercises neatly.

Speak louder.

Copy these sentences.

We call these sentences **imperative sentences**.

An imperative sentence commands or requests a person to do something.

What mark comes after an imperative sentence?

With what kind of letter does the first word begin?

It is polite to say "please" when you make a request of any one; as,

Please let me take your knife.

Please help me with my lesson.

Please do not hurt the bird.

Open the window, please.

Let me pass, please.

#### WRITTEN EXERCISES

I. *Every day you hear your teacher give commands to his classes. Write ten such commands.*

II. *Sometimes you ask your classmates to do something for you. Write ten such requests.*

How many sentences did you write in the two exercises? What kind of sentences were they?

#### 4. My Schoolhouse

#### WRITTEN EXERCISES

I. *Write an answer to each question :*

1. In what town is your schoolhouse?
2. In what part of the town is it?
3. Of what is it made?
4. How many rooms are there?
5. How large is your room?

6. How many windows are there in your room?
7. How many benches and desks are there?
8. What other things do you see?

II. *Write a composition of not over sixty words about your school-house.*

NOTE. — Do not allow the pupils to attempt Exercise II until the first exercise has been well done. The questions will help the pupils to arrange their sentences in good order in their composition. See that this order is followed. Too much attention cannot be given to this important point when children are beginning to write compositions. Read Suggestions to Teachers, 2, 3.

### 5. Commas with Names of Persons Addressed

When we speak to a person, we often use that person's name in the sentence; as,

1. Paula, about what is the lesson today?
2. I lost my pencil, Mr. Rigor.
3. Francisco, please open the window.

What kind of sentence is the first? The second? The last?

To whom is the first sentence spoken? What does the name, *Mr. Rigor*, show? Who is spoken to in the last sentence?

What mark comes after *Paula*? After *Francisco*? Before *Mr. Rigor*?

In some sentences a comma (,) is put before the name of the person spoken to, and in other sentences it is put after the name.

The name of a person spoken to can come either at

the beginning or at the close of a sentence. The sentences at the beginning of this lesson could also be as follows:

About what is the lesson today, Paula?

Mr. Rigor, I lost my pencil.

Please open the window, Francisco.

### WRITTEN EXERCISE

*Write five statements; five questions; five imperative sentences. Imagine that you are speaking to some of your friends and use the name of one of them in each sentence.*

## 6. My School

### WRITTEN EXERCISE

*Write a composition entitled "My School." First write answers to the following questions:*

1. How many teachers are there in your school?
2. Who is the principal?
3. What is your teacher's name?
4. How many pupils are there in your school?
5. What grades are there?
6. In what grade are you?
7. How many boys are there in your grade? How many girls?
8. How many recitations have you? Name them.
9. Which book do you like best? Why?

NOTE. — Read the note to Lesson 4 and Suggestions to Teachers, 2, 3.



### 7. The Cow and the Carabao

A very long time ago there were only a few animals in this world.

The cow and the carabao were the servants of a rich man.

These servants did not always like to work. One day they went to the river to swim. They laid their clothes under a clump of bamboo, and jumped into the water.

They were having a good time when suddenly they saw their master coming toward the bank. He was very angry and carried a big stick.

They were frightened and ran for their clothes. In their hurry the cow took the cara-

bao's clothes. The carabao tried to put on the cow's clothes.

The cow could run very fast in the carabao's loose coat. But the poor carabao could not go so fast. His coat was very small. The master caught the carabao and beat him. He made him work very hard.

And now some people say that ever since that time the cow has had a loose skin and the carabao a tight one. That is why the cow can walk and run faster than the carabao.

Have you ever heard this story? Study this story so that you can tell it to your teacher.

Do you know other stories about animals? Be prepared to tell a short story about animals to your classmates.

#### Dictation Exercise

*Write part of the story as your teacher dictates it to you.*

NOTE.— Dictate the first three paragraphs. Note the spelling in all dictation work. It is a good plan to let the children study their papers after they have been corrected. Then a day later give them the same dictation. Read Suggestions to Teachers, 5.

#### 8. The Cow

The cow is one of the largest of the domestic animals. It is about as large as a horse. The skin of the cow is loose and thick, and is

covered with a heavy coat of hair. Most Philippine cows are yellow.

The cow has long ears. Its horns are pointed, and shorter than the horns of a carabao. The cow has no front teeth in the upper jaw.

The feet of a cow are called hoofs. Each hoof is divided into two parts.

The cow has a long tail with a bunch of hair at the end. It uses its tail to drive away flies.

The cow eats grass and corn. It is a very useful animal. It can pull a cart faster than a carabao. It gives us milk to drink. The meat of a cow is very good to eat.

The first two sentences tell about the size of the cow. What is the next sentence about? Read the sentences about the cow's feet; its horns; its food; its use.

Notice that the person who wrote the composition about the cow, thought about these things: size, covering of body, color, ears, horns, teeth, feet, tail, food, use.

#### WRITTEN EXERCISE

*Write a composition about the carabao. When you write think of these things:*

Size, covering of body, color, ears, horns, teeth, feet, tail, food, use.

NOTE. — Let the pupils talk about the carabao in class, before writing. Ask questions about its size, covering of body, etc. See that the pupils follow the order of sentences as given in the outline.

### 9. Exclamatory Sentences

Very often you can tell by a person's voice how he feels. You can tell when he is very glad, or very sad; very much pleased, or not pleased. You also know when he is surprised, angry, or in pain.

Read the following sentences and tell what feeling is expressed in each :

1. O I am falling !
2. Help! The baby has fallen into the river !
3. How hard it is raining !
4. Poor Rafael ! How sick he is !
5. Hurrah ! Tomorrow is a holiday !

You see that **exclamation points (!)** are used in these sentences. The exclamation point shows that the word or the sentence expresses a strong feeling. After what words do you see an exclamation point ?

A sentence which expresses a strong feeling is called an **exclamatory sentence**.

### WRITTEN EXERCISES

- I. *Write a list of words used in your language as exclamations.*

What words in your language are used to express joy? Sorrow? Pleasure? Pain? Fear? Surprise? Anger?

II. *Write ten exclamatory sentences. Think of what you would say :*

If you saw your house burning; if you had lost your book; if you had found it again; if you had worked a long time on a problem without solving it; if at last you had solved the problem; if your mother had given you a gift; if you had failed in an examination; if the day was very hot; if you saw a man cruelly beating a dog; if you were tardy.

#### 10. Robinson Crusoe Becomes a Sailor

I promised to tell you some stories about myself.

When I was a boy, I lived in England in a city near the sea. My parents were kind and loving. They sent me to school but I did not like school. I did not like to study. I wanted to be a sailor.

Every day I watched the big ships coming in from countries far away. I talked to the sailors for hours and hours. They told me stories about foreign lands and strange people. O how I wanted to sail far away and see the world!



When I talked of going to sea, my poor mother looked very sad. My father with tears in his eyes begged me to stay at home. He and my mother were growing old. They needed me near them.

My father said that a sailor's life was hard. I know now that my father was right. But at that time I did not listen.

When I was eighteen years old, I ran away to sea. I had a friend whose father was a ship captain. One day this young man asked me to go on a voyage with him.

How glad I was! I did not ask my father's permission. I did not even say goodbye to my

poor mother. I went on board the ship at once. At last I was a sailor!

I know now that I was very cruel to my good parents. I have thought about it many times and I hope that God has forgiven me.

Where did Crusoe live when he was a boy? What kind of parents had he? What did they want him to do? What did Crusoe like to do?

Why did Crusoe wish to be a sailor? What is a sailor?

How old was Crusoe when he became a sailor? How did he happen to go to sea? Did he tell his parents that he was going? How do you think that his parents felt when he never came home again?

How did Crusoe feel when he first became a sailor? How did he feel when he thought of his parents?

Study this story and tell it to your teacher.

Read the exclamatory sentences in this story.

### DICTATION EXERCISE

*Write the part of the story that your teacher dictates to you.*

NOTE.— Do not dictate the whole story at one time. The first two paragraphs would be sufficient for one exercise. Read the notes to Lessons 1 and 5.

### 11. Nouns

You have learned that all things have names. Words which are the names of things are called nouns.

A noun is the name of something.

Give a noun that is the name of something in the schoolroom; of something at home; of something that you eat; of something that you can hear.

Give a noun that is the name of a tool; a plant; an animal; a toy; a workman; a fruit; a game.

Give a noun that names a part of the body; a part of a building; a part of a cart; a piece of clothing.

Find ten nouns in Lesson 1.

Find ten nouns in Lesson 8.

### WRITTEN EXERCISE

*Write the following list of nouns :*

1. The names of four things that you use in school.
2. The names of three animals that have four feet.
3. The names of three animals that can fly.
4. The names of two things that are round.
5. The names of three plants that bear good fruit.
6. The names of three materials used for clothing.
7. The names of three things that give us light.
8. The names of three things that you want.
9. The names of three things sold in the market.

### 12. Proper Nouns

Every boy and girl has a name. All men and all women have names. Here are some names of persons : Pablo, Adela, Felisa, Alfonso, Mr. Arboleda, Mrs. Tecson, Miss Ruiz.

Names of persons are called **proper nouns**.

With what kind of letters do the names of persons begin?

Each country has a name. The names of some countries are: United States, China, Japan. With what kind of letters do names of countries begin?

What is the name of the island on which you live? With what kind of letter does its name begin?

With what kind of letter does the name of a province begin? The name of a town? Of a barrio?

Names of countries, islands, provinces, towns, and barrios are also proper nouns.

Every bay has a name; as, Manila bay, Sorsogon bay.

Rivers have names; as, Pasig river, Cagayan river.

Names of rivers and bays are proper nouns.

What kind of names are proper nouns?

With what kind of letters do proper nouns begin?

**Proper nouns always begin with capital letters.**

### WRITTEN EXERCISES

I. *Write the names of:*

Five persons; four provinces; four large towns; four small towns; four barrios; three bays; four rivers; four streets.

II. *Write the proper nouns that you find in Lessons 1 and 10.*

### 13. Writing Proper Nouns

#### WRITTEN EXERCISE

*Write an answer to each question:*

1. What is the name of the islands in which you live?

2. What is the capital of these islands?
3. On what river is the capital? On what bay?
4. On what island do you live?
5. What other large island is near yours?
6. In what province do you live?
7. What provinces touch your province?
8. What is the capital of your province?
9. What are the two largest towns in your province?
10. What river is near your town?
11. Into what does the river flow?
12. What mountains can you see from your town?
13. Who is the Governor-General of the Philippine Islands?
14. Who is the governor of your province?
15. Who is the director of education?
16. Who is the superintendent of schools of your province?
17. Who is your supervising teacher?

#### 14. Nouns—Singular and Plural

When a noun is the name of one thing, it is called a **singular noun**. Here are some singular nouns: *dog, hen, brother, river*.

When a noun is the name of more than one thing, it is called a **plural noun**. These are plural nouns: *dogs, hens, brothers, rivers*.

How is a singular noun changed to a plural noun?

We generally add *s* to a singular noun to make it plural.

Be very careful to pronounce the plurals so that the final *s* can be heard.

Read the following nouns and tell whether they are singular or plural. Be careful about your pronunciation so that your teacher, without looking at his book, can tell whether or not the word ends in *s*:

|        |        |         |         |            |
|--------|--------|---------|---------|------------|
| market | year   | islands | chair   | blacksmith |
| plows  | crow   | house   | slate   | flags      |
| days   | horses | clouds  | shoes   | banana     |
| pupil  | tops   | tree    | locusts | desks      |

### WRITTEN EXERCISES

I. *Copy the nouns above, putting the singular nouns in one column and the plural nouns in another column.*

II. *Change the singular nouns above so that they will be plural, and the plural nouns so that they will be singular.*

III. *Find ten singular nouns and eight plural nouns in Lesson 10, and write them.*

### 15. Animals

Everybody has animals about the house or in the yard. These animals are called domestic animals. Domestic animals are kept because they are useful in many ways.

Animals that live in forests and in mountains are called wild animals. Many wild birds live in the trees in towns, but they are very timid.

## WRITTEN EXERCISE

*Write an answer to each question :*

1. What domestic animals have you at home?
2. What animals help to do our work?
3. From what animals do we get food?
4. What animal protects us?
5. How does it protect us?
6. Of what use are chickens?
7. What animals are enemies of chickens?
8. Why is the cat useful?
9. What animal is the cat's enemy?
10. How does the cat protect itself?
11. What animals live in water?
12. What animals live both on land and in water?
13. What snakes are very dangerous?
14. What wild animals are hunted for food?

## 16. Description of an Animal

Try to describe some animal to your class. Do not tell the name, but let your classmates guess what animal you are describing. If all can tell the name, then your description is good.

## WRITTEN EXERCISE

*Write a description of an animal. Use as a title, "What is this animal?" Before writing, think of these things :*

Is the animal domestic or wild? Does it live in trees? In water? On land? Under the ground?

What can you say about the covering of its body? Its color? Its size? Has it feet? How many? What kind? Does it move fast or slowly? What does it eat? Is it useful or harmful?

NOTE.—Much oral work should be done in class before asking the children to write. Let some pupil think of an animal but not tell its name. Ask him the questions given in this lesson. When he has finished, ask the class what animal was described. See that the pupils get their sentences in the right order when they write. They should follow the order of the questions.

### 17. The Hen and the Hawk



Do you know why the hen is always scratching? Do you know why the hawk is her enemy?

People say that a long time ago the hen and the hawk were friends. The hawk often visited the hen and played with her chicks.

One day the hen said, "Mr. Hawk, will you please let me wear your ring?" What did the hawk say? Where did the hen go with the ring?



The ring was too large for the hen.

What happened to the ring? What did the hen do then?

The next day the hawk came for his ring. What did the hen say? What did the hawk reply?

Every day the hawk came. He always saw the hen and her chicks scratching. Why were they doing this?

Has the ring been found yet?

If you do not already know this story, ask some one to tell it to you, and then tell it to your teacher in class.

#### WRITTEN EXERCISE

*Write the story about the hen and the hawk. You can make your story more interesting by drawing one or two simple pictures.*

NOTE. — This story is well known, but there are many versions of it. Each pupil may tell it somewhat differently. After thorough oral drill on this lesson let each child write the story as he knows it, but all should follow the form as outlined in the lesson, by supplying the answer for each question.

#### 18. Action-Words — Verbs

1. The horse runs.
2. Chickens scratch.
3. The wind blows.

Read the nouns in each sentence. What does the horse do? What do chickens do? What does the wind do?

Each of these words, *runs, scratch, blows*, tells what something does. Each describes an action. They are called **action-words**. Action-words are also called **verbs**.

Words that tell what a person or thing does, are called **verbs**.

Do as these verbs say: rise, stand, walk, point, turn, bend, open, take, give, blow, bow.

### WRITTEN EXERCISES

I. *Every day you do things at school. Write ten verbs which tell what you do. Write ten verbs which tell what your father or mother does.*

II. *Write fifteen sentences. In each sentence use one of the following nouns with a verb. Think of a word that tells what each does.*

|        |        |         |         |       |
|--------|--------|---------|---------|-------|
| flag   | farmer | river   | sun     | kite  |
| tailor | pupil  | teacher | servant | fire  |
| goat   | bell   | tree    | crow    | knife |

EXAMPLE : The flag waves.

### 19. What Animals can Do

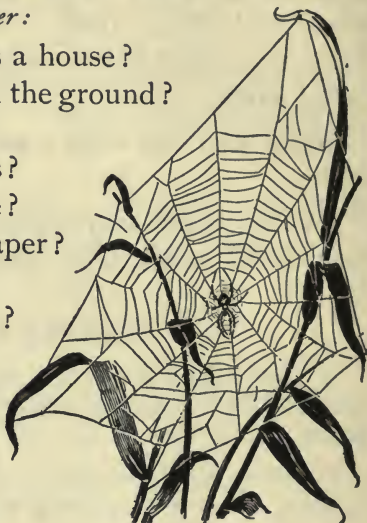
#### WRITTEN EXERCISES

I. *The following verbs tell how some animals move. Write nine sentences, using the name of an animal and one of these verbs in each :*

|      |      |       |
|------|------|-------|
| walk | hop  | climb |
| run  | swim | fly   |
| jump | wade | crawl |

II. *Write an answer to each question. Draw a line under each verb in your answer :*

1. What animal builds a house?
2. What animal digs in the ground?
3. How does it dig?
4. What insect weaves?
5. What does it weave?
6. What insect cuts paper?
7. What animal bites?
8. What animal stings?
9. What animal  
scratches?
10. What bird sings?
11. What bird whistles?
12. What animal hisses?



## 20. Review

1. How many kinds of sentences have you studied?
2. Tell what each of these kinds of sentence does : statement ; question ; imperative sentence ; exclamatory sentence.
3. After what kinds of sentences is a period used?
4. When is an exclamation point used?
5. When is a comma used in the sentence?
6. What is a noun?
7. Give eight proper nouns.
8. Is an action-word a noun?
9. What does an action-word tell?

10. What is another name for action-word?
11. How do you know the difference between a noun and a verb?
12. What kind of nouns begins with capital letters?
13. Give another use for capital letters.
14. What is a singular noun? A plural noun?
15. How are singular nouns generally made plural?

## WRITTEN EXERCISES

I. *Write three statements; three exclamatory sentences; three questions; three imperative sentences.*

II. *Write five singular nouns; five plural nouns; five proper nouns; five verbs.*

III. *Copy the following sentences. Put one line under each noun and two lines under each verb. In class tell whether the nouns are singular or plural.*

1. The leaves fall to the ground.
2. Robinson Crusoe ran away from home.
3. The ship sailed to South America.
4. The hunter kills the wild hog.
5. Wild hogs live in the forest.
6. The Pasig river flows through Manila.
7. Coconuts grow on tall trees.
8. Miguela puts the books on the table.
9. The hawk wore a gold ring.

NOTE. — Show the pupils how to study the first part of this lesson. Let some pupil read a question. If he cannot answer it, ask him to turn to the lesson where he can find the answer.

After this drill, each pupil should be able to answer every question in a good English statement. Write six or eight questions on the board and let the pupils write the answers. Collect the papers, correct, and return. Give each pupil a grade according to the merit of his paper.

21. Singular and Plural with *was* and *were*

Read these sentences aloud :

- |                       |                         |
|-----------------------|-------------------------|
| 1. The boy is lazy.   | 3. The tree was tall.   |
| 2. The boys are lazy. | 4. The trees were tall. |

Is the noun in the first sentence singular or plural? Why do we use *is*? Why *are*? With what kind of noun is *was* used? Why is *were* used?

## WRITTEN EXERCISES

I. *Copy the following sentences and fill each blank with was or were :*

1. The sun — shining.
2. Only a few white clouds — in the sky.
3. All the children — on the playground.
4. But soon the sky — covered by the clouds.
5. The sun — hidden.
6. The tall trees — bending before the wind.
7. The teacher — calling the children in.
8. The boys — not willing to stop playing.
9. At last the big raindrops — falling fast.
10. In a few seconds all the children — indoors.
11. The big playground — empty.

II. *Write a sentence for each of these phrases :*

- |                 |                  |                    |
|-----------------|------------------|--------------------|
| 1. was working  | 4. were sleeping | 7. was swimming    |
| 2. was laughing | 5. was talking   | 8. were whispering |
| 3. were rowing  | 6. were riding   | 9. were coughing   |

**22. Singular and Plural with *has, have, does, do***

1. A rice plant has many shoots.
2. The shoots have slender stems.
3. Men do the plowing in the rice fields.
4. A man does more work than a boy.

Which is used after a singular noun, *have* or *has*?

Which is used after a plural noun?

Is *does* used after a singular or a plural noun? Is *do* used after a singular or a plural noun?

**WRITTEN EXERCISES**

I. Copy the following sentences, changing the singular nouns to plural nouns. Remember to change the verbs also :

1. The boy has come very late.
2. The man does not work hard enough.
3. A goose has webbed feet.
4. My lesson is long today.
5. Your letter was not plainly written.
6. The old horse does not run fast.

II. Write the following exercise :

1. Use *was* in a sentence about Robinson Crusoe.
2. Use *do* in a sentence about nipa palms.
3. Use *have* in a sentence about your classmates.
4. Use *were* in a sentence about some boats.
5. Use *has* in a sentence about the hawk.
6. Use *does* in a sentence about your cousin.



### 23. Robinson Crusoe is Shipwrecked

I have told you, boys and girls, how I ran away and became a sailor against my parents' wishes. I soon found that my poor father was right when he said that a sailor's life was hard. O how often I wanted to go home! But I felt ashamed to meet my parents after I had been so cruel to them.

For many years I sailed over the seas. I saw wonderful countries and strange people. Now I shall tell you how I came to this island.

I was on a ship that was sailing from Brazil, in South America, to the west coast of Africa.

A few days after we left port, a terrible storm

came upon us. For twelve days the wind blew very hard. I thought every day that the ship would sink, and that all of us would be drowned. We did not even know where we were. After many, many days of storm, we saw land far away.

Alas! Our joy was short. The wind drove us toward the shore, and the ship suddenly hit a sandbar and stuck fast. We thought it might break to pieces any moment.

As quickly as we could, we lowered a small boat and pushed off. We had not rowed far when a large wave overturned the boat. It washed us all away.

Another large wave caught me and carried me toward shore. It threw me upon a rock. My poor companions were drowned, I suppose, for I never saw them again.

I fell on my knees and thanked God who was so good to me. But I felt very sad and lonely when I thought of my poor companions.

When night came on, I hunted for a place to sleep. I was afraid that some wild animal might eat me. I found a big tree and climbed into it. There I slept till morning.

How did Crusoe like being a sailor? Why did he not go home?

How did Crusoe happen to be on this island?

Where was Crusoe going when he was shipwrecked? In what direction is Africa from Brazil? How long did the storm last? What gave the sailors hope? What did the ship strike? Why did Crusoe and his companions leave the ship? What became of his companions? How did Crusoe escape drowning? Where did Crusoe sleep the first night on shore? Of what was he afraid?

Tell this story to your teacher and classmates.

### WRITTEN EXERCISES

I. *Write three exclamatory sentences which Crusoe might have spoken during the storm; three exclamatory sentences which he might have said after he landed.*

II. *Write twelve nouns that you can find in the story. Put the singulars in one column, the plurals in another, and the proper nouns in a third.*

III. *Write ten verbs that you can find in the story.*

NOTE.—Read the note to Lesson I and Suggestions to Teachers, I.

## 24. About Boats

### WRITTEN EXERCISES

I. *A sailor, in talking about boats, uses the following words. Use each word in a sentence to show that you understand it:*

|        |      |        |         |       |
|--------|------|--------|---------|-------|
| deck   | mast | rudder | compass | bow   |
| anchor | sail | cargo  | hull    | stern |

II. *Children in America do not know what a banca is. Write a description of a banca for them. Before writing, answer these questions:*

1. What kind of wood is a banca made of?
2. How is it made?
3. How long is it? How wide?
4. What is sometimes put on the sides to keep it from tipping?
5. What is used to make a banca move?
6. What are bancas used for?

NOTE.—These questions should be answered orally in class before the composition is written. Read the note to Lesson 4.

## 25. Nouns and Verbs in Sentences

Read these sentences aloud:

- |                   |                    |
|-------------------|--------------------|
| 1. The dog barks. | 3. The boy walks.  |
| 2. The dogs bark. | 4. The girls read. |

Name the noun in the first sentence. Is it singular or plural? How can you tell?

Name the verb in the first sentence. What is the last letter of this verb? Does the verb in the second sentence end with *s*? What word in the second sentence is a noun? Is it singular or plural?

When the noun is singular, the verb ends in *s*. When the noun is plural, the verb does not end in *s*.

What is the verb in the third sentence? Why does it end in *s*? What is the noun in the last sentence? Does the verb end in *s*?

## WRITTEN EXERCISES

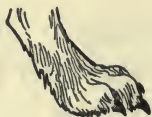
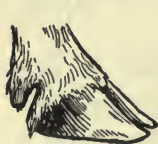
I. *Copy the following sentences and write a verb in each blank :*

- |                   |                   |
|-------------------|-------------------|
| 1. The goat —.    | 6. The rain —.    |
| 2. Little kids —. | 7. The sun —.     |
| 3. A turtle —.    | 8. Stars —.       |
| 4. Our teacher —. | 9. Mr. Barrera —. |
| 5. The pupils —.  | 10. My sisters —. |

II. *Copy these sentences and write a noun in each blank :*

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1. — work.                        | 5. Their — sings.        |
| 2. The — plays.                   | 6. — opens the window.   |
| 3. My — cooks.                    | 7. A — sits in a tree.   |
| 4. Your — sew.                    | 8. The — rings the bell. |
| 9. The — looks out of the window. |                          |
| 10. The — put up the flag.        |                          |

NOTE.— When assigning this lesson, ask your pupils to read the four sentences, page 39, aloud at home. Tell them to listen for the final *s*. Impress upon them the importance of putting the final *s* where it belongs and nowhere else. Let the written exercises be read aloud in class so that the children's ears may be trained to detect at once such mistakes as, "The boy walk," or "The girls reads."



## 26. The Feet of Animals

## WRITTEN EXERCISE

*Write an answer to each question :*

1. What animals have hoofs?
2. What animals have paws?

3. How many toes has a dog on his front feet?  
On his hind feet?
4. What animals have claws?
5. What birds have talons?
6. What can they do with their talons?
7. What birds have webbed feet?
8. What animals that are not birds, have webbed feet?
9. Why do these animals have webbed feet?

### 27. Verbs—Singular and Plural

Maria's aunt Consuelo has a stall in the market at Takloban, a town in Leyte province. Her daughter Carmen helps her to wait on customers. She sells cloth for *camisas* and *skirts*. She gets *sinamay* and *piña* from Iloilo. Cotton with broad stripes comes from Ilokos Sur. Sometimes she has *pinolpog* from Albay and Camarines. Many women buy from her, because her cloth is always good and her prices are not too high.

### WRITTEN EXERCISES

I. *In the sentences above find nine proper nouns; eleven singular nouns; six plural nouns; six singular verbs; two plural verbs. Write them in columns.*

II. *On the next page are twenty verbs. Write in one column the*

verbs that may be used with a singular noun. Write in another column those that may be used with a plural noun :

|        |       |        |        |
|--------|-------|--------|--------|
| ache   | count | coughs | follow |
| weighs | folds | laugh  | fight  |
| points | erase | picks  | sign   |
| carry  | helps | sew    | tell   |
| grind  | talks | splits | steals |

III. Write ten sentences. In five of them, use singular verbs from the list above. In the other five, use plural verbs from this list.

### 28. Felipe Gets a Letter

Felipe went to the post office yesterday, and the postmaster gave him this letter:

From Ramon Yumul  
Bacolor, Pampanga



Felipe Romulo

Iloilo

Iloilo, P. I.

How did the postmaster know that this letter belonged to Felipe? Where does Felipe live? On

what island is his town? About how far is it from your town? In what direction is it?

Who wrote the letter to Felipe? Where does Ramon Yumul live? What is Pampanga the name of? On what island is it?

Who put the stamp on the envelope? Where did he buy it? How much did he pay for it? Why was the stamp put on the envelope?

The stamp should always be put in the upper right-hand corner of the envelope.

### WRITTEN EXERCISES

I. *Make an envelope twelve centimeters long and seven centimeters wide. Copy on it the writing which is on the envelope on page 42. Draw a picture of the stamp in its proper place on the envelope.*

II. *Write answers to these questions :*

1. What did Ramon do with the letter after he had put on the stamp?
2. Where was the letter then put?
3. How was the letter taken to Manila?
4. How did it go from Manila to Iloilo?
5. How long do you think it took the letter to make this journey?

III. *Write a composition of not less than fifty words telling how the letter went from Bacolor to Iloilo.*

NOTE. — Explain to the pupils why stamps must be put on letters or packages which go through the post office. Call their attention to the different persons who handle the mail — the postmaster, clerks, and mail carriers. All these men must be paid. Railroad and steamship companies must also be paid for carrying the mail. The money that is received for stamps is used to pay all these expenses. To impress this fact, tell the children all the work that was required to take the letter from Ramon to Felipe.

### 29. Addressing an Envelope

Look at the envelope on page 42. The writing that tells where the letter should go is called the **address**. The address is put on the lower half of the envelope and is generally written in three lines. What is written on the first line? The second line? The last line? What do the letters "P. I." mean?

Read the address on the envelope. What does each line tell?

In the upper left-hand corner, the writer of the letter puts his name, town, and province or island. Then the post-office clerks can return the letter to the writer, if they cannot find the person to whom the letter is addressed.

### WRITTEN EXERCISES

I. *Draw four envelopes about twelve centimeters long and seven centimeters wide. On each envelope write the address of a person living in one of the places named below. Put your name and address in the upper left-hand corner of each envelope. Draw a stamp, and put it in the right place on each envelope.*

Santa Cruz, Laguna; Bacolod, Occidental Negros; Lawag, Ilokos Norte; Carigara, Leyte.

II. *Draw envelopes as in the exercise above, and on each envelope write the address of one of these persons:*

Your brother; a girl in your class; a boy in your class; your cousin; your grandmother or grandfather.

## 30. The Letter that Felipe Received

*Bacolor, Pampanga, P. I.*

*July 22, 1914.*

*Dear Felipe,*

*It is nearly a month since I said goodbye to you on the wharf at Iloilo. I wish you could have been with me on the trip. The weather was pleasant and the water was calm. We passed many islands and sometimes went so near that we could see the houses on the shores.*

*My grandfather met me at Manila, and we stayed there two days with my cousin. We rode on the train to San Fernando. From there we rode to Bacolor in a carromata.*

*I am living with my uncle and aunt. I go to school and am in the third grade.*

*Please write to me soon and ask the other boys to write, too.*

*Your friend,*

*Ramon Yumul.*

When did Ramon write this letter? What did Ramon write about? What does this letter tell you about Ramon?

Study this letter carefully. Notice where each line begins. Also notice where the commas and periods are.

## WRITTEN EXERCISE

*Copy the letter carefully and fold it neatly. Make an envelope, address it to Felipe, and draw the stamp. Put the letter into the envelope and mail it at the school post office.*

NOTE.—In this copying exercise, pay particular attention to the form. In writing letters, the pupils should follow the model given in this lesson.

Interest and pleasure will be increased by letting the pupils deposit their letters in a box on the teacher's table, which may be called the school post office.

## 31. The Parts of a Letter

Every letter should show four things: *where* it was written, *when*, *to whom*, and *by whom*.

In Ramon's letter, read the part that tells where it was written. Read the part that tells when it was written. These two lines are called the **heading**.

What does the first word of the heading show? The second? What mark comes after the name of the town? After the name of the province? After the date?

Notice that the heading is written at the top of the page, and on the right-hand side of the page.

The first line at the left-hand side is the **salutation**. Read the salutation in Ramon's letter. Ramon might also have used this salutation: *My dear friend*. In writing to your sister you might use this salutation: *My dear sister*. What salutation would you use in writing to your cousin? Your mother? Your uncle?

Notice that the salutation begins at the left-hand margin.

After the salutation comes the **body** of the letter. The body is the largest part of a letter. It may be called the story part of the letter. Read the first sentence of the body of Ramon's letter; the last sentence.

Notice that the first sentence of the body begins about one centimeter from the margin at the left.

After the body of the letter, on a separate line, is the **complimentary ending**. The complimentary ending should always be short. What complimentary ending did Ramon write? What mark comes after the ending?

These complimentary endings may also be used: *Your loving son. Your affectionate sister.*

Notice that the complimentary ending is written at the right-hand side of the page.

The last thing written in a letter is the **signature**. The signature is the name of the writer. Read Ramon's signature. What mark comes after the signature?

Name the four parts of a letter. Where is the heading written? How many lines are in the heading? What does the heading tell? Where is the salutation written? The complimentary ending? What is the signature?

#### WRITTEN EXERCISE

*Suppose that today you are writing a letter to a friend. Write the heading and then the salutation, using the name of your friend. Copy the body of Ramon's letter. Write some ending that you like, and sign your name.*

## 32. An Answer to Ramon's Letter

Felipe wrote an answer to Ramon's letter. He wrote that he was pleased to hear that Ramon had had such a pleasant trip. He wished that he had been with Ramon. He wrote about how he and the boys went swimming one day. He told the boys about Ramon's letter, and they said they would all write soon. They all missed Ramon very much in their games and in school. Felipe wanted Ramon to write about what he saw in Manila.



## WRITTEN EXERCISES

I. *Imagine that you are Felipe, and write an answer to Ramon's letter. Make an envelope, address it to Ramon, and mail the letter in the school post office.*

II. *Suppose that your sister is visiting your aunt who lives in a town far from yours. She has been away from home over a month and would be pleased to hear about everybody at home and about her friends. Write her a letter. The body should not be more than sixty words.*

NOTE.—Do not let the pupils write long introductory sentences telling about their health, nor long closing sentences which mean little. A letter can be polite without containing numerous polite expressions. Let every sentence mean something; let it be interesting. The whole letter should be sincere and cordial.

### 33. Writing Names and Initials

The first letter of a word is the beginning, or **initial**, letter. When a person writes only the first letters of his given name and his family name, he writes his **initials**. If Sergio Velez writes a note and signs it S. V., he signs it with his initials.

Sometimes a person writes the initials of his given name, but writes his family name in full. Miguel Diego Gaston may sign his name this way: M. D. Gaston.

**A period is always placed after an initial.**

#### WRITTEN EXERCISES

I. *Write the full names of ten persons in your town. Beside each name write the initials. Then write the initials of the given names, but write in full the family names.*

II. *Write the full names of these persons. Under each given name draw one line. Under each family name draw two lines. Then write each person's initials:*

1. The President of the United States.
2. The Governor-General of the Philippine Islands.
3. The Chief-Justice of the Supreme Court of the Philippine Islands.
4. The Speaker of the Philippine Assembly.
5. The governor of your province.
6. The division superintendent of schools of your province.
7. The presidente of your town.
8. The principal of your school.

### 34. Abbreviations of Names of Months

Some of the names of months are long. These long names have short forms which are called **abbreviations**.

The abbreviations of the names of months are used in writing the dates of letters. Study the following names and abbreviations:

|          |      |           |       |
|----------|------|-----------|-------|
| January  | Jan. | July      |       |
| February | Feb. | August    | Aug.  |
| March    | Mar. | September | Sept. |
| April    | Apr. | October   | Oct.  |
| May      |      | November  | Nov.  |
| June     |      | December  | Dec.  |

Which names have abbreviations? Which names have no abbreviations?

What mark follows each abbreviation?

We use abbreviations only in writing. When we see "Oct.", we read, "October." Read: *Apr., Nov., Jan., Aug.*

### WRITTEN EXERCISE

*Write the abbreviations of the names of months as your teacher dictates the full names.*

### 35. Reading and Writing Dates

The date of Ramon's letter is "July 22, 1914." What does the first word show? What does 22 stand

for? 1914 tells the year. It is read, "nineteen hundred and fourteen." What year was last year? 1898 is read "eighteen hundred and ninety-eight."

Read the following dates:

|               |               |               |
|---------------|---------------|---------------|
| Sept. 6, 1875 | Jan. 10, 1880 | Nov. 12, 1847 |
| Feb. 22, 1732 | Oct. 1, 1890  | Aug. 31, 1902 |
| Apr. 28, 1882 | Dec. 17, 1896 | Mar. 4, 1908  |

### WRITTEN EXERCISES

I. *Copy the above dates.*

II. *Write these dates as your teacher dictates them. Your teacher will read the names in full, and you will write the abbreviations.*

III. *Write the following dates. Use abbreviations for the long names. Write figures for the day and year:*

1. November twenty-third, eighteen hundred and seventy-three.

2. June twenty-eighth, nineteen hundred and three.

3. September tenth, seventeen hundred.

4. May eighth, eighteen hundred and eighty-eight.

5. October twenty-sixth, fourteen hundred and ninety-two.

IV. *Write the dates of the following events. In each case write the year:*

The date of today; of tomorrow; of your birthday; of last Christmas; of Rizal's birth; of the discovery of America; of Magellan's death; of some church holiday; of some school holiday.

## 36. Abbreviations

## WRITTEN EXERCISES

I. *Copy the following titles and their abbreviations :*

|           |        |                |        |
|-----------|--------|----------------|--------|
| President | Pres.  | General        | Gen.   |
| Governor  | Gov.   | Colonel        | Col.   |
| Secretary | Sec.   | Captain        | Capt.  |
| Treasurer | Treas. | Lieutenant     | Lieut. |
| Honorable | Hon.   | Superintendent | Supt.  |
| Doctor    | Dr.    | Professor      | Prof.  |

II. *Copy the names of the days and their abbreviations :*

|         |          |           |       |
|---------|----------|-----------|-------|
| Sunday  | Sun.     | Wednesday | Wed.  |
| Monday  | Mon.     | Thursday  | Thur. |
| Tuesday | Tues.    | Friday    | Fri.  |
|         | Saturday | Sat.      |       |

NOTE. — Dictate the above words, letting the pupils write the abbreviations. Take one exercise at a time.

It might be well to teach the names of prominent officials, with their titles. For one lesson teach the names of the Governor-General, members of the Philippine Commission, and the Speaker of the Philippine Assembly; for another, the names of the provincial and municipal officials.

## 37. Giving Directions

Felix Diaz went to the capital of his province to see the governor. He had never been in that town before, and therefore could not find the government building. A man kindly directed him in the following manner :

“ Follow this street until you reach the plaza.

Take the path across the plaza to the front of the church. Turn to your left, and follow the street which goes by the church. A short distance from the church, you will cross a bridge. Just beyond the bridge, you will see the large, white government building on your right."

### WRITTEN EXERCISES

I. *Imagine that while you are playing before the schoolhouse, a stranger comes to you and asks the way to the market. Write the directions that you would give him.*

II. *Suppose your teacher wanted a small boy to mail a letter. Write the directions he would give him. The boy is to start from the schoolhouse.*

III. *Write the directions that you would give for going to some nearby town.*

### 38. Robinson Crusoe Visits the Wreck

A tree is not a good bed. Yet I was so tired the first night after the shipwreck that I slept soundly.

The next morning the storm was over. The sky was clear again, and the sea was calm. The first thing I saw was the ship. I was surprised to see that it was much nearer the shore. The tide must have carried it in. But the storm had not broken it to pieces. Alas! Why had we abandoned it the day before!



When the tide was low, I swam out to the ship and climbed up to the deck. The ship's dog barked, because he was glad to see me. The cat rubbed against my leg to show her delight.

In the storeroom I found enough biscuit, rice, corn, cheese, and meat to last me for a long time. To get these things to shore, I built a raft of boards. I loaded it with boxes of food, with powder and guns, and with some carpenter's tools. When the tide rose, I pushed the raft into the mouth of a little creek. Here I was able to land.

I took the cat and dog ashore with me, and

they were my friends and faithful companions for many years.

The next day I made another trip to the ship. I got many more useful articles, such as nails, pieces of canvas, ropes, needles and thread, scissors, paper, pens, and ink.

As long as the ship held together, I made daily trips. At last one night a storm came up, and the next morning the ship had disappeared. I felt as if I had lost a dear friend. But I was as rich as a king with all my goods. Later you will see how fortunate I was to have them.

What did Crusoe see the next morning? What had carried the ship closer to shore? How did Crusoe go to the ship? What did the dog do? How did the cat show her delight?

What did Crusoe find in the storeroom? How did he take the things to shore? What became of the ship? Name seven things that Crusoe took from the ship.

Tell the story in this lesson to your teacher.

#### WRITTEN EXERCISES

I. *Write six statements in which you tell what you think Crusoe did with things which he took from the ship.*

II. *Write ten verbs that you find in this story. Write ten singular nouns and ten plural nouns.*

NOTE.—Use the fourth paragraph in this story for a dictation exercise. After the lesson has been written, let the pupils draw a line under each verb. Pay special attention to the spelling in all dictation work. Read the note to Lesson I and Suggestions to Teachers, 3, 4, 5.

### 39. A Letter about Robinson Crusoe

#### WRITTEN EXERCISE

*Write a letter to a friend who goes to school in another town or barrio. Tell him these things :*

That you are reading stories about Robinson Crusoe; how you like them; what interests you the most. Ask whether your friend has ever read these stories.

#### 40. *This, these; that, those*

- |                        |                         |
|------------------------|-------------------------|
| 1. This hat is new.    | 3. That coat is old.    |
| 2. These hats are new. | 4. Those coats are old. |

Do we use *this* with a singular or a plural noun? With what kind of noun do we use *these*?

Which is used with a singular noun, *that* or *those*? Which is used with a plural noun?

#### WRITTEN EXERCISES

I. *Copy these sentences and fill the blanks in sentences 1 to 4 with this or these; in sentences 5 to 8 with that or those :*

1. — is my garden.
2. — cabbages are not doing well.
3. I have planted onions in — plot.

4. Here in —— boxes are tomato seedlings.
5. Mr. Perez has bought —— old house.
6. All —— shutters need repairing.
7. —— man at the door is the carpenter.
8. —— are his tools in the box.

II. *Change the singular nouns in these sentences to plural. Change the plural nouns to singular. Change other words if necessary:*

1. This orange is green.
2. The needle in that box is rusty.
3. This tooth was aching yesterday.
4. That was your letter.
5. Those are my envelopes.
6. These vines are climbing high.
7. Those are my keys.
8. These pupils were not ready to recite.

#### 41. Plural Nouns in *es*

Nouns ending in *s*, *x*, *z*, *ch*, and *sh* form their plurals by adding *es* instead of *s*; as, *class*, *classes*; *box*, *boxes*; *bench*, *benches*; *dish*, *dishes*.

First spell and then pronounce the plurals of the following nouns:

|      |       |       |      |          |
|------|-------|-------|------|----------|
| bush | ditch | glass | ax   | watch    |
| mass | brush | match | arch | crucifix |

Many nouns ending in *y* change the *y* to *i* and add *es* to form the plural; as, *baby*, *babies*; *fly*, *flies*.

All nouns ending in *ay*, *ey*, *oy*, and *uy* form their plurals by adding *s*; as, *day*, *days*; *key*, *keys*; *boy*, *boys*.

Pronounce the plurals of the following nouns and tell how each plural is formed. Spell each plural form :

|         |       |      |       |        |
|---------|-------|------|-------|--------|
| family  | bay   | city | body  | monkey |
| journey | fairy | toy  | story | army   |

Some nouns ending in *f* change *f* to *v* and add *es* ;  
as, *leaf, leaves*.

Some nouns ending in *fe* change *f* to *v* and add *s* ;  
as, *wife, wives*.

Spell and pronounce the plurals of the following nouns :

|       |      |       |       |
|-------|------|-------|-------|
| loaf  | calf | half  | knife |
| shelf | life | thief | beef  |

### WRITTEN EXERCISE

*Write the plural forms of the twenty-eight nouns given in this lesson.*

NOTE. — Dictate the singular forms found in Lesson 41, and let the pupils write the plural. Make two exercises, giving eighteen words each time. Prepare your lists before the recitation period. Use the nouns that are given as examples also. Do not let the words in your lists follow the order of the book. Arrange somewhat like this: half, baby, ax, day, etc.

## 42. Exercises with Plural Nouns in *es*

### WRITTEN EXERCISES

I. *Copy these sentences. Fill each blank with the plural form of the noun following the sentence :*

1. There are two big — on his old coat. (*patch*)
2. Mario sold ten of his — yesterday. (*squash*)
3. Felicidad has bought cloth for two new —. (*dress*)

4. Mr. Vegas must pay his —— next week. (*tax*)
5. Lye is made from wood —— . (*ash*)
6. There are many —— in the forests. (*leech*)
7. Coconut palms grow along many —— . (*beach*)
8. The —— in a hem must be even. (*stitch*)

II. *Copy these sentences. Fill each blank with the plural form of the noun following the sentence :*

1. Batangas —— are strong. (*pony*)
2. There are deep —— among the mountains. (*valley*)
3. Very narrow streets are called —— . (*alley*)
4. There are many different —— in Europe. (*country*)
5. Red dye can be made from —— . (*berry*)
6. A quarrelsome person makes many —— . (*enemy*)
7. How many —— do we have in a year? (*holiday*)
8. Very useful —— are woven of lupis fiber. (*tray*)
9. Every evening my grandfather tells me —— . (*story*)

III. *Write the singular form of each of these nouns and use it in a sentence :*

|         |              |         |         |
|---------|--------------|---------|---------|
| watches | centuries    | wharves | crosses |
| calves  | toothbrushes | candies | pulleys |

#### 43. Nouns with Irregular Plurals

A few nouns do not add *s* or *es* to the singular to form their plurals. Their plural form is different from the singular. There are only a few of these nouns, so you can easily learn them. Study the nouns and their plurals on the next page.

---

| SINGULAR | PLURAL   | SINGULAR | PLURAL |
|----------|----------|----------|--------|
| man      | men      | louse    | lice   |
| woman    | women    | foot     | feet   |
| child    | children | goose    | geese  |
| mouse    | mice     | tooth    | teeth  |

## DICTATION EXERCISE

*Write the plural forms of the above nouns as your teacher dictates the singular.*

NOTE. — Review the plural forms of the preceding lesson.

## 44. Why the Turtle Carries his Shell on his Back

Many, many years ago, the turtle lived in a little brown house on the beach. Every morning he went away to his work in the fields. At sunset he came back, cooked his rice and ate his supper, and then went to bed.

One day there was a great storm. The waves rose very high. The little house was swept into the sea, and the turtle never saw it again.

Then the turtle built himself another house, farther up on the shore. "Now this little brown house is safe," he said.

But one evening, when he was coming down the road, he saw a very bright light among the trees. It was his little brown house. A firefly had sat on the roof and had set it on fire.

The turtle did not know what to do. "I cannot build a new house every week," he said. "What shall I do? I will ask the wise old monkey."

The wise old monkey told him, "You must tie your little house on your back and take it with you wherever you go. Then it will always be safe."

The turtle did what the monkey told him to do, and that is why all the turtles carry their houses on their backs to this day.

#### WRITTEN EXERCISE

*Find twenty-five different nouns in this story. Write the singular and the plural of each noun.*

#### 45. Nouns That are Always Plural

Some nouns are always plural. They are never used in the singular. The verbs that follow them must always be plural, too. These are some nouns of this kind:

|          |         |            |          |
|----------|---------|------------|----------|
| scissors | pincers | tongs      | trousers |
| shears   | bellows | spectacles | wages    |

#### WRITTEN EXERCISES

I. *Copy these sentences and fill each blank with a verb:*

1. Embroidery scissors — sharp points.
2. The tailor's shears — long.
3. Pincers — good for pulling out nails.

4. The bellows — used in the blacksmith's shop.
5. Tongs — used there, too.
6. Spectacles — a help to poor eyes.
7. A good workman's wages — always good.
8. Leon's trousers — made by the Chinese tailor.

II. *Use the words below in sentences to tell of what materials these things may be made: scissors, shears, bellows, tongs, spectacles, hammer, peso, watch chain, and shoe:*

|       |         |        |        |
|-------|---------|--------|--------|
| glass | steel   | wood   | gold   |
| iron  | leather | bamboo | silver |

#### 46. Review of Robinson Crusoe Stories

##### WRITTEN EXERCISE

*Read all the stories of Robinson Crusoe that you have studied, and write a story of about one hundred words entitled "Robinson Crusoe." Tell about these things:*

Where Crusoe was born; what he liked to do when he was a boy; what he did not like to do; how he became a sailor; about the storm; what happened to the sailors and to Crusoe.



#### 47. Nouns showing Possession — Singular

Read these sentences aloud: . . .

1. Candido has a dog.
2. Candido's dog has a collar.
3. The dog's collar is black.

Who has a dog? Whose dog has a collar? What

in the second statement shows who is the owner of the dog?

Look at the name of the boy in the first statement and then in the second. What is the difference in spelling? In pronunciation?

The mark before the *s* is called an **apostrophe**.

The apostrophe and *s* (*'s*) are added to a noun to show that the noun is the name of an owner, or possessor.

A noun written with the *'s* is called a **possessive noun**.

Read the possessive noun in the last sentence. What does that noun show? With what other noun is it used?

The possessive, *dog's*, is pronounced the same as the plural, *dogs*.

Write the possessive form of your name. Use your name in its possessive form with the name of something you own.

### WRITTEN EXERCISES

I. *Write the following exercise. Put a possessive noun in each blank:*

1. The — book is new.
2. — clothes were made of skins.
3. A — claws are long.
4. Felipe read — letter.
5. The hen lost the — ring.
6. Mr. Diaz could not find the — office.

7. A — life is hard.

8. A — feet are called hoofs.

II. *Write these nouns to make them show possession. Use each possessive with another noun in a sentence:*

|       |       |          |        |          |
|-------|-------|----------|--------|----------|
| hawk  | Elisa | merchant | child  | Mr. Mapa |
| uncle | pupil | teacher  | monkey | horse    |

EXAMPLE: The hawk's talons are sharp.

#### 48. Nouns showing Possession—Plural

Read these sentences aloud:

1. The girls have a bird.

2. The girls' bird is pretty.

Whose bird is pretty?

What noun in the second sentence shows possession? Does the bird belong to one girl, or more than one? Is the possessive noun singular or plural?

What is added to the plural noun, *girls*, to make it a possessive noun?

When the plural noun ends in *s*, an apostrophe is added to show possession.

You have now learned four forms of nouns: singular, *girl*; plural, *girls*; possessive singular, *girl's*; possessive plural, *girls'*.

Notice that the last three forms, *girls*, *girl's*, *girls'*, are pronounced alike.

When the plural of a noun does not end in *s*, an



apostrophe and s ('s) are added to show possession ; as, *men, men's; children, children's.*

Pronounce distinctly the following nouns and tell what each form shows :

|         |          |           |           |
|---------|----------|-----------|-----------|
| boy     | boys     | boy's     | boys'     |
| carabao | carabaos | carabao's | carabaos' |
| horse   | horses   | horse's   | horses'   |
| lady    | ladies   | lady's    | ladies'   |
| woman   | women    | woman's   | women's   |

### WRITTEN EXERCISES

I. *Write the plural, possessive singular, and possessive plural of each of the following :*

|         |       |            |       |
|---------|-------|------------|-------|
| chicken | baby  | postmaster | lady  |
| family  | uncle | class      | judge |
| child   | goose | mouse      | man   |

II. *Write sentences about the following. Use a possessive in each :*

1. A kite owned by your friend.
2. A dress which a lady possesses.
3. A book belonging to children.
4. The legs of a fly.
5. A horse, naming the owner.
6. A goat which your brothers own.
7. The house belonging to your neighbors.
8. The feathers of geese.
9. The guns which the policemen have.
10. The child of a woman.

EXAMPLE: My friend's kite is torn.

## 49. Possessive Nouns and Phrases

- |                   |                            |
|-------------------|----------------------------|
| 1. the man's coat | 4. the door of the house   |
| 2. a bird's wing  | 5. the lid of the box      |
| 3. a girl's hair  | 6. the point of the pencil |

In 1, 2, and 3 we are talking about something that belongs to a *person* or an *animal*. Then we put apostrophe and *s* after the name of the person or animal.

In 4, 5, and 6 we are talking about something that is part of another *thing*. We do not put apostrophe and *s* after the name of the thing. We put the word *of* before it.

Only the names of persons and animals are usually made possessive nouns.

## WRITTEN EXERCISES

I. *Read these phrases. Tell why the apostrophe and s are used in 1 to 4; tell why apostrophe and s are not used in 5 to 8. Then write a sentence for each phrase:*

- |                      |                            |
|----------------------|----------------------------|
| 1. Crusoe's clothes  | 5. The leaves of this book |
| 2. A swallow's tail  | 6. The eye of a needle     |
| 3. The child's teeth | 7. The teeth of the saw    |
| 4. The mason's tools | 8. The leg of the chair    |

II. *Eight of the following nouns may be made possessive nouns. Pick out these eight and write them as possessives:*

- |        |          |         |        |          |
|--------|----------|---------|--------|----------|
| men    | turkey   | compass | loom   | children |
| doctor | buckle   | parents | ponies | islands  |
| gate   | scorpion | vine    | aunt   | house    |



### 50. Robinson Crusoe Builds a House

Where could I keep all the things that I had? I must build a house, I said to myself.

For my house I wanted a place that was first, healthful; second, near a spring of fresh water; third, sheltered from the heat of the sun; fourth, protected from wild animals and savages; fifth, overlooking the sea in case God sent a ship.

I found such a place on a hillside in front of a high, steep rock. In the rock there was a little cave which I made larger. Into this cave I carried all my possessions.

Then in front of the rock I marked off a space like a half-circle. In this space I put up my tent. Then around the half-circle I built a strong fence of stakes, or posts, placed in a double row. I set the stakes so close together that I could hardly put my hand between them.

The stakes were nearly six feet high and sharpened at the top. I did not put a gate in my fence. When I wanted to go in or out I used a ladder.

I worked hard for almost six months to do all this. Then when my house was finished, I felt as safe as you feel in your own home.

Why did Crusoe want a house? Where did he find a good place for his house? Why did he like this place?

Tell how Crusoe built his fence. Why did he not make a gate? How did he get into his house? Where was the cave? For what did he use the cave? How long did it take Crusoe to build his house?

Tell this story to your teacher.

NOTE.—Let the children ask questions about this story. Read the note to Lesson I and Suggestions to Teachers, I.

#### WRITTEN EXERCISE

*Write a description of Crusoe's house after it was finished.*

## 51. Building a Fence

## WRITTEN EXERCISE

*You have often seen a carpenter build a fence. Write a composition telling how he built it. Tell about these things:*

Where was the fence built? Why? What materials were used? What kind of posts were used? How tall were they? How far apart were they set? How deep were they set into the ground? How many gates were in the fence?

NOTE. — Continue the oral work. Never let the children write a composition without the conversation work in class. Read the note to Lesson 4.

## 52. Materials for Building a House

Mr. Abaya wants to build a house. He does not know about the carpenters and the materials used in your town, so he asks you the following questions. If you cannot answer all of them, ask your father or some carpenter:

1. What kind of wood makes the best posts? Why?

2. How much must I pay for a large post 18 feet long?

3. Of what kind of wood should the floor be made?

4. What must I pay for the sawing of a board one foot wide and 16 feet long?

5. What must I pay a square meter for suaule, or bamboo matting?

6. Which makes the better roof, nipa or cogon? Why?
7. Which kind of roof is cheaper?
8. How long does a nipa roof last?
9. What is the price of 1000 pieces of nipa covering?
10. What must I pay the carpenters a day?
11. How many hours a day do they work?

#### WRITTEN EXERCISE

*Write answers to the above questions.*

#### 53. Descriptive Words—Adjectives

1. The duck swims.
2. The white duck swims.
3. The big duck swims.
4. The little duck swims.

What noun is in the first sentence? What verb? Why does the verb end in *s*? What noun is in each of the other sentences?

Are the third and fourth sentences about the same duck? Why do you think they are not the same?

The words *big* and *little* describe the ducks. *Big* and *little* are **descriptive words**. What descriptive word is in the second sentence? A descriptive word is also called an **adjective**.

A word which describes a person or thing is called an **adjective**.

Read the adjectives in the sentences at the beginning of this lesson. Why are they adjectives? Is there an adjective in the first sentence? Can you tell what kind of duck is spoken of in the first sentence?

### WRITTEN EXERCISES

I. *Write a noun with each of the following adjectives :*

|        |        |       |          |          |
|--------|--------|-------|----------|----------|
| good   | sick   | kind  | lazy     | bright   |
| strong | pretty | long  | wicked   | blue     |
| dry    | hot    | cruel | straight | pleasant |

II. *Write three adjectives that can be used with each of the following nouns :*

|       |      |       |       |       |
|-------|------|-------|-------|-------|
| mango | girl | moon  | storm | boat  |
| tree  | desk | paper | water | knife |

EXAMPLE: yellow mango, soft mango, sweet mango.

### 54. Adjectives after *is* and *are*

1. My pencil is sharp.
2. The wind is cool.
3. The leaves are green.

What noun is in the first sentence? What adjective describes it? What adjective describes *wind*? *Leaves*?

After what word does *sharp* come? After what word is *green*? *Cool*?

*Is* and *are* are verbs.

Why do we use *is* in the first two sentences? Why is *are* used in the last sentence?

Adjectives are often used after the verbs *is* and *are*.

### WRITTEN EXERCISES

I. *Your parents have often heard you speak of the things at school. Write ten sentences, using is or are, and in each sentence describe for them something at school.*

II. *Look at the picture of Robinson Crusoe facing page 11, and write sentences describing his*

Hat, umbrella, coat, beard, goats, dog, cats, parrot.

### 55. Adjectives and their Opposites

If a man has much money, we say, "He is rich." If he has little money, we say, "He is poor."

The adjectives *rich* and *poor* have opposite meanings; *rich* is the opposite of *poor*, and *poor* is the opposite of *rich*.

What adjectives are the opposites of *long*, *rough*, *bad*, *short*, *sour*, *careful*, *weak*, *low*, *clean*?

We say, "Grandfather is old." What is the opposite of *old*? If a book has been used very much, it is called an *old* book. What do you call a book that has not been used? *Old* has two opposites, *young* and *new*.

*Right* has two opposites, *left* and *wrong*. You have a *right* hand and a *left* hand. It is not *right* to steal; it is *wrong*.

*Light* has two opposites, *dark* and *heavy*. The day is *light*; the night is *dark*. Iron is not *light*; it is *heavy*.

## WRITTEN EXERCISE

*Write the opposites of the following adjectives :*

|       |       |         |       |          |
|-------|-------|---------|-------|----------|
| hard  | good  | smooth  | near  | kind     |
| small | late  | crooked | old   | many     |
| young | sick  | high    | cheap | dark     |
| sweet | wrong | dark    | left  | careless |

## 56. An Invitation

*Lipa, Batangas, P. I.*

*Sept. 22, 1914.*

*My dear Manuela,*

*Some boys and girls from our school are going to the hills for a picnic a week from next Saturday. We shall take our lunches and eat them under the trees. Can you come with us? Pascual, Benita, and Maximo are coming, and they all say they want you. Come Friday afternoon and stay all night at our house. Now do not disappoint me by saying "No."*

*Your friend,  
Marta Sison.*

Notice that Marta's invitation is short, yet very hearty. Marta tells her friend that she wants her to come; when she wants her to come; and what they will do.

## WRITTEN EXERCISES

I. *Suppose that Marta is your friend and wrote the invitation to you. Write a short letter to Marta telling these things :*

You are pleased to get the invitation; you will come; when you will come; thanks for her kindness.

II. *Write a short letter to Marta telling these things:*

You are pleased to get the invitation; you cannot come; why; you are sorry; wishes for a pleasant time; thanks for the kind invitation.

57. Pronouns—*he, she, it*

1. Vicente has a ball.
2. He throws his ball.
3. Rita has a book.
4. She reads her book.
5. My lunch was in a basket.
6. It was very good.

Who has a ball? Who throws his ball? Instead of *he* in the second sentence, read, "Vicente." What noun does *he* stand for?

What noun does *she* in the fourth sentence stand for? *It* in the last sentence?

*He, she, it* are used for nouns. Words that stand for nouns are called **pronouns**.

**A pronoun is a word that is used in place of a noun.**

Name the three pronouns that you have studied in this lesson.

*He* is used in speaking of a man or a boy.

*She* is used in speaking of a woman or a girl.

*It* is used in speaking of things.

## WRITTEN EXERCISE

*Write the following sentences, using a pronoun in each sentence in place of the first noun :*

1. The farmer is in the field.
2. The teacher is at school.
3. My book is open.
4. Consuelo recites very well.
5. A boy was tardy this morning.
6. The lesson is not difficult.
7. The sun is shining.
8. The wind is not blowing.
9. His mother is at home.
10. My aunt lives in Manila.
11. Your sister has a new dress.
12. Robinson Crusoe was shipwrecked.

EXAMPLE: He is in the field.

58. Pronouns — *I, we, you*

Miss Aguilar is teaching a class of little children who have just entered school. She is teaching them to speak English. She says to the pupils, "I am near the table." Then she asks José to stand near the desk and says to him, "You are near the desk." She sees Felix and Clara standing near the window and says to them, "You are near the window." After the recitation is over, Miss Aguilar writes



a sentence on the board, and says to the class,  
“You may copy this sentence.”

These are the sentences that Miss Aguilar spoke to her pupils:

1. I am near the table.
2. You are near the desk.
3. You are near the window.
4. You may copy this sentence.

Who is near the table? Whom does Miss Aguilar mean when she says “I”? Who is near the desk? What persons does *you* in the third sentence stand for? *You* in the last sentence?

*I* and *you* are pronouns.

Notice that *you* is used in speaking to one or many persons. *You* is both singular and plural.

*I* is singular and is always written with a capital letter.

The plural of *I* is *we*.

## WRITTEN EXERCISE

Write three sentences with *he*; three sentences with *she*; three sentences with *it*; three sentences with *I*; three sentences with *we*; three sentences with *you*, singular; three sentences with *you*, plural.

59. Pronoun — *they*

1. The boys play ball.
2. They are on the plaza.
3. The girls are in school.
4. They are studying.
5. The chicos are ripe.
6. They are sweet.

Who are on the plaza? Who are studying? What are sweet? For what noun does *they* in the second sentence stand? In the fourth sentence? In the last sentence?

What pronoun is used in speaking of one boy? Of more than one boy? Of one girl? Of more than one girl? Of one chico? Of more than one chico?

*They* is a plural pronoun. *They* is the plural of the pronouns, *he*, *she*, *it*.

When we say, "They are at school," we may mean that the *boys* are at school; or, the *girls* are at school; or, the *boys and girls* are at school; or, the *books* are at school. We must always know for what *they* stands in order to understand the sentence.

## WRITTEN EXERCISE

*Write the pronouns that you would use in place of the following :*

|                    |          |                   |               |
|--------------------|----------|-------------------|---------------|
| blacksmith         | sister   | carabaos          | teacher       |
| father             | coconuts | pig               | Mr. Rivera    |
| tree               | parents  | babies            | Manila        |
| children           | pupils   | rice              | Miss Espinola |
| teacher and pupils |          | father and mother |               |

## 60. The Reward of Kindness

A long time ago Lope and his wife, Silvia, lived in a big forest. They were poor, but contented. Every day Lope went into the woods to look for food. One evening before he returned, Silvia heard some one calling outside. She stepped to the door and saw an old man.



“Good evening,” she said. “You look very tired. Will you not come in?”

Soon Lope came home with a few camotes for supper. He and Silvia were very hungry, yet they set all they had before the old man. When he had finished eating, there were more camotes than before.

The next morning when the old man was going, he said, "I cannot give you gold, but here are some seeds. Plant them. They will reward you for your kindness."

Silvia planted the seeds, and they grew. One day she called Lope to see the fruit.

"O, it is gold!" he cried. "We will pick it."

In a short time they had a bag full of gold. They took it to the city and built a large palace.

One day the same old man visited them there and again asked for food.

"Go away," they said. "We do not know you."

That night the beautiful palace burned. Lope and Silvia were poor once more, but they were never again contented.

Who were poor? Who said, "Good evening?" Who looked tired? Who had found only a few camotes? Who said, "I cannot give you gold?" Who could not give gold? To whom could he not

give it? What did he give them? What grew? Who said, "O, it is gold!" What was gold? Who picked it? Who built a large palace? Who said, "We do not know you?" Whom did they not know? Who were never again contented? Why?

Tell this story to your classmates.

### WRITTEN EXERCISE

*Copy the story and put a line under each pronoun, I, we, he, she, it, they. In class tell for what noun each pronoun stands.*

#### 61. What is It?

Do you know what it is?

It has a round face. It has two hands. It tells us the time of day.

If you can guess what *it* stands for, put the name in place of *it* and read the sentences.

### WRITTEN EXERCISES

I. *Write three or four sentences about some thing. Use it in place of the name, and see if your classmates can guess what it stands for.*

II. *Write four sentences about some pupil. Use he or she in place of the name. If your classmates can guess the name, your description is good.*

NOTE. — In the preparatory oral drill for Exercise I, let the pupils make three or four sentences about some familiar object, using *it* in place of the name. Let the class guess what the name is. Be careful that pupils in writing Exercise II do not ridicule their classmates or make mention of any deformity or shortcoming.

## 62. Review

## WRITTEN EXERCISES

I. *Make each of the following nouns plural, and use each plural noun in a sentence :*

|        |       |       |           |
|--------|-------|-------|-----------|
| monkey | tree  | child | peso      |
| house  | mango | baby  | fisherman |
| match  | tooth | tax   | key       |
| mouse  | toe   | woman | foot      |

II. *Use each of the following adjectives with some noun in a sentence :*

|        |         |          |      |
|--------|---------|----------|------|
| bright | sick    | honest   | full |
| glad   | crooked | careless | hot  |
| heavy  | cheap   | big      | dark |

III. *Write twelve sentences. In each use one of the above adjectives after is or are.*

IV. *Use each of the following verbs in a sentence :*

|       |         |       |       |
|-------|---------|-------|-------|
| laugh | plant   | make  | lie   |
| dig   | sharpen | crow  | sit   |
| work  | climb   | shout | stand |

V. *Write an answer to each question :*

1. What is a noun?
2. What is a singular noun? A plural noun?
3. How are plurals generally formed?
4. Write five nouns whose plurals do not end in *s*.
5. How is the possessive of a singular noun formed?

6. How is the possessive of a plural noun ending in *s* formed?

7. What is a pronoun?

8. What pronouns have you learned?

VI. *Change the following expressions, using possessive nouns :*

1. A slate belonging to Enrique.
2. A house owned by Mr. Sunga.
3. Goats belonging to boys.
4. A farm owned by men.
5. A watch belonging to a lady.
6. Toys belonging to babies.

EXAMPLE: A slate belonging to Enrique—  
Enrique's slate.

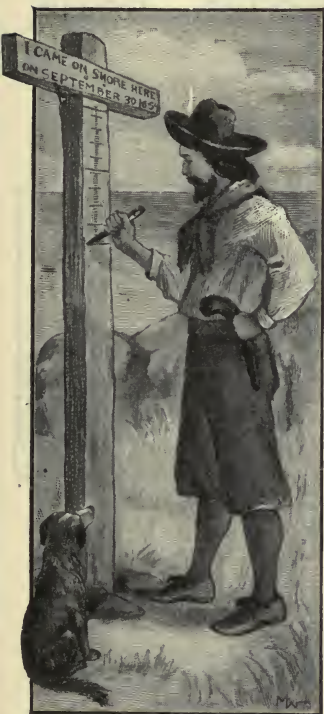
### 63. Robinson Crusoe's Calendar

During the time I was building my house, I was busy with many other things.

After I had been on my island for several days, I thought that I should soon forget what day of the week or of the month it was. I needed a calendar.

I made my calendar in this way. I drove a large post into the ground. Across the top I nailed a board. On this I carved these words

with my knife: I CAME ON SHORE  
HERE ON SEPTEMBER 30, 1659.



Upon the sides of the square post I cut a notch every day with my knife. I used notches of three lengths. A short one was for a week day; a longer one was for a Sunday; and the longest of all was for the first day of a new month.

Probably you, boys and girls, think this a very strange calendar. But it was a good one. Sometimes I used to count the notches to see how long I had been on this island. One day I counted 365 notches. How long had I been here?

#### WRITTEN EXERCISES

I. *Write the part of the story about Robinson Crusoe that your teacher dictates to you.*

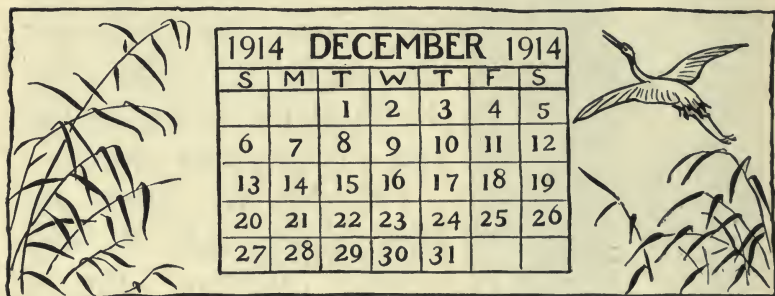
II. *Write a story telling how Robinson Crusoe made his calendar and how he used it.*

NOTE.—Dictate the last paragraph. The usual oral work should be given before the pupils write Exercise II. Read Suggestions to Teachers, 2, 5.

## 64. Arsenia's Calendar

Arsenia's teacher asked the class to make a calendar for the month of December. He said that the prettiest calendars should be put on the wall of the schoolroom.

Do you think Arsenia's calendar was pretty?



For what year was this calendar made? For what month?

Arsenia put on her calendar the first letter of the name of each day. The first letter, "S," stands for *Sunday*. What does "M" stand for? The last "S"?

How many numbers are under the names of the days? What do these numbers stand for? How many days has December?

On what day of the week was the first day of the month? The second day? The seventeenth day? The twenty-seventh day? The last day?

What day of the month was the first Sunday?

The third Wednesday? The last Monday? What was the date of each Saturday? How many Tuesdays were there in December? How many Fridays?

On what day of the week was Christmas?

### WRITTEN EXERCISES

I. *Write the abbreviations of the names of the days as your teacher pronounces the names.*

II. *Make a calendar for the present month. Make the lines straight and even, and write the words and figures neatly. A little design or drawing will help to make it pretty.*

NOTE. — Review abbreviations of names of days and months.

### 65. Present of the Verb *to be*

Read the following sentences aloud. Study them so that you will be able to say them without your book.

#### SINGULAR

I am tall.

You are tall.

He is tall.

She is tall.

It is tall.

#### PLURAL

We are tall.

You are tall.

They are tall.

They are tall.

They are tall.

Read the singular pronouns in each of the above sentences. What verb comes after *I*? After *you*? After *he*; *she*; *it*?

Read the plural pronouns. What verb comes after each?

*Am*, *is*, and *are* show present time.

*Am* is used with *I*.

*Is* is used with *he*; *she*; *it*; it is also used with singular nouns.

*Are* is used with all the plural pronouns, and with *you* in the singular. *Are* is also used with plural nouns.

### WRITTEN EXERCISES

I. Copy the sentences at the beginning of this lesson.

II. Write the sentences above, and in place of *tall* use:

busy; young; sleepy; strong; big.

NOTE.—Give much oral drill by letting the pupils recite the sentences as given at the beginning of this lesson, using different adjectives instead of *tall*, as those under Exercise II.

### 66. Past of the Verb *to be*

Read these sentences aloud. Study them so that you will be able to say them without your book.

#### SINGULAR

I was tired yesterday.

You were tired yesterday.

He was tired yesterday.

#### PLURAL

We were tired yesterday.

You were tired yesterday.

They were tired yesterday.

The verbs are *was* and *were*, and they show **past time**. What verbs that show present time did you study in Lesson 65?

With what pronouns is *was* used? *Were*?

Use *was* in a sentence with *I*; *he*; *she*; *it*.

Use *were* in a sentence with *we*; *you*; *they*.

*Was* is used with a singular noun; as, "The day was pleasant yesterday." *Were* is used with plural nouns; as, "The children were sleepy last night."

Read the sentences at the beginning of Lesson 65, so that they will show past time.

Read the sentences at the beginning of this lesson so that they will show present time.

### WRITTEN EXERCISES

I. *Copy the sentences at the beginning of this lesson.*

II. *Write the sentences at the beginning of this lesson, and in place of tired use:*

tardy; sick; happy; neat; little.

NOTE. — Show the pupils that the form of the verb is the same for *he, she, it*. In conjugating, let them sometimes use *she* or *it* instead of *he*. Also let them use nouns, both singular and plural.

### 67. *Am, is, are, was, were*

#### WRITTEN EXERCISE

*Copy the following sentences and write in each blank am, is, are, was, or were. In class give your reason for choosing the word that you did:*

1. We — in school now. We — at the river last Saturday. Where — you yesterday?

2. Antonio — absent yesterday. He — present now. — he late this morning?

3. I — late yesterday. I — early this morning. Everybody — early this morning.

4. The dogs — in the street this morning. They — not there last night. Where — they?

5. You — busy today. You — not busy yesterday. — I busy now?

6. My parents — in Manila last week. They — in Cavite this week.

7. I — afraid of that big dog. — you afraid of him? — Blas afraid of him?

8. What day — today? Today — Monday.

9. What day — yesterday? Yesterday — Sunday.

10. Where — you now? I — in school.

NOTE. — After the above exercise has been written, and the corrected papers have been returned to the pupils, select six of the paragraphs for dictation. Dictate thus : "We blank in school now," asking the pupils to put in the right word in place of "blank."

### 68. Future of the Verb *to be*

Read the following sentences aloud and memorize:

#### SINGULAR

#### PLURAL

I shall be present tomorrow.

We shall be present tomorrow.

You will be present tomorrow.

You will be present tomorrow.

He will be present tomorrow.

They will be present tomorrow.

The verbs in the sentences above are *shall be* and *will be*.

All the verbs that you have studied before this have been one word. How many words in each verb above? What word is the same in both verbs?

*Shall be* and *will be* show **future time**.

After what pronouns is *shall* used? *Will*?

*Will* is also used after both singular and plural nouns; as, "My cousin will be here tomorrow." "The children will be pleased."

Read the sentences at the beginning of Lesson 65, using future instead of present. Read the sentences at the beginning of Lesson 66, using future instead of past, and *tomorrow* instead of *yesterday*.

## WRITTEN EXERCISES

- I. *Copy the sentences at the beginning of this lesson.*
- II. *Write the sentences at the beginning of this lesson and in place of present use :*

absent ; careful ; early ; awake ; right.

69. *Shall be, will be*

## WRITTEN EXERCISE

*Copy the following sentences, filling the blanks with shall be or will be. In class tell why you used the form that you did :*

1. The sun — — bright tomorrow.
2. My friends — — glad to see you.
3. You — — delighted with this book.
4. We — — sorry if you cannot come.
5. My brother — — five years old tomorrow.
6. He — — in school next year.
7. I — — proud to bring him with me.

NOTE.—Give much oral drill on the present, past, and future of *to be*. Use many different adjectives after the verbs ; also such expressions as, *in school, at home, in the room, outdoors, on the plaza, at the market*.

With past verbs such expressions might be used as, *last night, last week, a year ago, day before yesterday*. With future verbs you may suggest, *tonight, tomorrow morning, day after tomorrow, next week, in a month*.

Explain clearly that the present represents present time or something that is happening now ; the past is used in speaking of actions completed in past time, etc. Use the native dialect to explain this idea if necessary.



### 70. Describing a Picture

Your little sister has never seen this picture. Perhaps you would like to describe it to her when you go home.

How many living things are in the picture? How many persons do you see? How old are the children? Do you think the woman is the mother of the children? What is she doing? What is the boy doing? Where is the baby? What has he in his hands? Is he afraid? Does the goat like to play horse? Will the baby have a ride?

### WRITTEN EXERCISES

- I. *Write an answer to each of the questions above.*
- II. *Write a description of the picture to give to your sister.*

NOTE. — Read notes to Lessons 1 and 4.

## 71. A Story about a Picture

Imagine that you saw in life what you see in the picture in Lesson 70. Should you like to tell the story to your classmates?

Give names to the children. What did they call their goat? How did the boy catch the goat? Where did he take it? What did the mother do? What did Baby do? How did the goat act? How did the boy try to make the goat walk? What kind of ride did Baby have?

## WRITTEN EXERCISE

*Write the story about the baby's ride in a letter to your cousin.*

## 72. Progressive Present

Read the following sentences aloud:

1. Mother is holding the baby.
2. They are playing.
3. I am reading my book.

What two words tell what mother is doing?

The verb in the first sentence is *is holding*. How many words are in this verb? What are the verbs in the next two sentences?

What are the last three letters of the last word of each verb? What verb do we have if we drop *ing*

from *holding*? *Holding* comes from the verb *hold*.  
From what verb does *playing* come? *Reading*?

What time do *am*, *is*, and *are* show?

NOTE.—Do not use the name of this tense, progressive present, in class. Simply tell the pupils that these verbs show that the action is going on in the present time.

Let them memorize the sentences with verbs in the progressive present on page 171. Let them use *catch*, *stand*, *throw*, *read*, *write*, *work*, and other verbs in sentences in the progressive present.

All sentences in which the verbs are conjugated as on pages 170 to 176 should first be copied. After pupils have learned them, they should write the sentences from memory.

### ·73. Exercises with Progressive Present

#### WRITTEN EXERCISES

##### I. Write sentences using the following verbs:

Is reading; are working; am sitting; is giving;  
is wearing; are dancing; am riding; are shutting;  
am buying; is plowing; are sewing.

##### II. Copy these sentences and fill the blanks with verbs:

1. The carabaos ——— the cart.
2. The shoemaker ——— a shoe.
3. I ——— my lesson on my slate.
4. You ——— out of the window.
5. The teacher ——— the class a story.
6. We ——— to school.
7. She ——— a dress for her sister.
8. The children ——— with the goat.

NOTE.—Show that verbs ending in *e* drop the final *e* before adding *ing*; also that in some verbs the final consonant is doubled before adding *ing*. Examples: *ride*, *riding*; *make*, *making*; *run*, *running*; *hop*, *hopping*.

## 74. Progressive Past

1. The baby is laughing now.
2. The baby was laughing yesterday.
3. We are studying now.
4. We were studying last night.

What verb is in the first sentence? In the second?  
What words in these verbs are alike?

What time does the verb in the first sentence show? What time does *was* show?

*Was laughing* shows past time. What other verb above shows past time?

Each verb in these sentences has two words.  
Which word shows the time of the verb?

NOTE. — On the blackboard use many examples like the following:

Write, "I am reading"; erase *am* and put in its place *was*. Do this with all the pronouns; also with nouns. Let the pupils see that only the first part of the verb changes to show difference in time.

Let the pupils read, copy, and memorize the sentences in the progressive past on page 171.

Let the pupils follow the form on page 171, making sentences in the present and the past with these expressions: *making a box; flying a kite; ringing a bell.*

## 75. Exercises with Progressive Present and Past

## WRITTEN EXERCISES

I. Write eleven sentences, using the verbs in Exercise I, Lesson 64. Make the verbs past instead of present.

II. Copy the sentences under Exercise II, Lesson 73. Fill the blanks with verbs in the past.

III. Copy the sentences on the next page. Fill the blanks with verbs:

1. The tailor ——— a white coat today. Last week he ——— a black coat. Yesterday he ——— the cloth with the scissors. Today he ——— it on the machine.

2. The sun ——— now. The moon ——— last night. The stars ———, too.

3. Alberto ——— palay last Saturday. The hens ——— around the mortar. They ——— the palay.

4. Today we are doing these things. I ———. You ———. He ———. She ———. They ———.

5. Yesterday we ——— these things. You ———. She ———. I ———. They ———. He ———.

NOTE.—Drill orally a few minutes every day on conjugations of progressive present and past until the children form the habit of using the correct forms and the correct word order.

## 76. Questions in Progressive Present and Past

1. The boy is running.
2. Is the boy running?

What kind of sentence is the first? What kind of sentence is the second?

Notice that in the statement the words *the boy* come before *is running*. In the question they come between *is* and *running*. What is the first word in the question?

3. He was jumping yesterday.

4. — he — yesterday?

Read the fourth sentence, filling the blanks.

Make questions of these statements :

1. The clock is striking the hour.
2. The cock was crowing yesterday morning.
3. I am writing a letter to my brother.
4. The merchants are selling sugar.
5. Many ships are sailing on the sea.
6. The fishermen were catching fish yesterday.
7. They are making their nets today.
8. You were flying your kite last Saturday.
9. We were looking at you.
10. Your cousin was spinning his top.

#### WRITTEN EXERCISES

- I. *Write the ten questions which you made.*
- II. *Write an answer to each question.*

NOTE.— See note, page 171.

#### 77. Questions with *what, where, when, why*

1. What is the boy doing?
2. Where is the boy running?
3. When was he jumping?
4. Why were you laughing?

Read the first word of each question.

What is the verb in the first question? Is the verb separated as in the second sentence of Lesson 76? What words stand between the two words of the verb in the second question? What word in the last question?

### WRITTEN EXERCISE

*Write four questions beginning with what; four beginning with where; four beginning with when; four beginning with why. Use both present and past verbs like those above.*

NOTE.—See note, page 172. Give much drill in asking questions, both oral and written.

## 78. Review of Questions

### WRITTEN EXERCISES

I. *Write nine questions about the buri palm tree. Have your questions ask about these things:*

- |           |            |               |
|-----------|------------|---------------|
| 1. seed   | 4. height  | 7. stems      |
| 2. leaves | 5. flowers | 8. petioles   |
| 3. trunk  | 6. fruit   | 9. buri straw |

II. *Write ten questions. Let each question be answered by one of these statements:*

1. Last month our class was weaving baskets.
2. Juan's basket was a small sewing basket.
3. The splints for spokes were bamboo.
4. Air roots were used for weavers on the bottom.
5. The weavers for the sides were split palm stems.
6. The rim was a piece of whole rattan.
7. Split rattan was wrapped around the rim.

8. Nito was used for the design on the rim.
9. The design is a very pretty one.
10. The basket is worth about half a peso.

III. *Last week there was an athletic meet at your provincial capital. A volley ball team went from your town, and you went with the team. When you came home again, your neighbors asked you many questions about the meet. Write eight of the questions that they asked you.*

IV. *You want to buy a desk. You have heard that Andres Lopez, who lives in the town nearest to yours, has one to sell. Write him a letter and ask him at least four questions about the desk.*

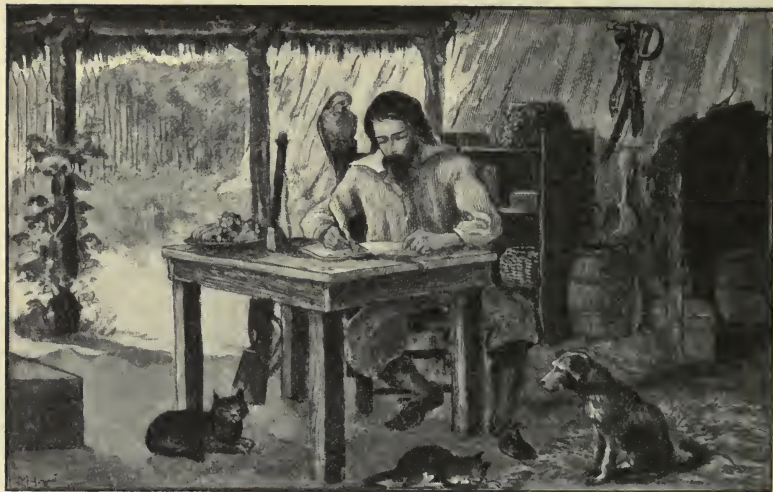
V. *Write a letter to your teacher and ask him five questions about the school garden.*

### 79. Robinson Crusoe's Diary

Soon after I came to this island, I began keeping a diary. Every day I wrote a short account of what I did.

Here is a part of my diary:

Nov. 3. The weather was pleasant today. I got up very early, ate my breakfast, and went out with my gun. I never go far from my house without taking my gun, because I am always afraid of savages. But on this whole island I have never yet seen a trace of any human being. I shot two ducks. I ate one for dinner and the other for supper. After dinner I lay down and took a short nap, for it



was very hot. In the afternoon I went to work to make a table.

Nov. 4. It was very hot today. After breakfast I went hunting. I saw a herd of wild goats and killed one. I spent the morning skinning the goat and drying the meat. After dinner I took my siesta. In the afternoon I worked at my table until it was too dark to see. I am learning slowly how to use carpenters' tools.

Nov. 5. It was cooler today. I saw no goats this morning, but shot a wildcat. The meat is not good to eat, but the skin is soft and pretty. I worked all afternoon at my

table and finished it. It is not a very good table. When I am a better carpenter, I shall make it over.

A diary is a short account or story of what a person does each day. What does Crusoe's diary show? How many days' happenings are shown in this lesson? About what does Crusoe write first in each day's account? What did he do each morning? What did he do at noon? In the afternoon?

#### WRITTEN EXERCISES

I. *Begin tonight to write a diary. Write about the things that happened today. Keep your diary for five days.*

II. *Write that part of the diary that Crusoe wrote Nov. 5, as your teacher dictates it to you. Draw a line under each adjective.*

#### 80. Simple Present

Read these sentences aloud and memorize them :

##### SINGULAR

I walk to school.

You walk to school.

He walks to school.

##### PLURAL

We walk to school.

You walk to school.

They walk to school.

A verb may show present time in two ways. We may say, "I am walking to school," or "I walk to school." In what other way can you say, "You are walking to school"? "He is walking to school"?

Read the verb in each of the sentences at the

beginning of this lesson. Are all the verbs the same?

You will notice that the verb used with *he* ends in *s*. It must end in *s* also when it is used with *she*, *it*, or a singular noun.

We say, "She walks." "It walks." "The horse walks."

### WRITTEN EXERCISES

I. *Write the sentences at the beginning of this lesson without your book.*

II. *Use the following verbs in sentences :*

|       |       |         |        |
|-------|-------|---------|--------|
| drive | comes | borrows | grows  |
| takes | hide  | lend    | open   |
| cut   | lose  | pay     | shuts  |
| sees  | finds | fight   | steals |

NOTE. — Let each pupil conjugate in the simple present one of the verbs in Exercise II. Refer the pupils to page 173.

Let the pupils read from their diaries.

### 81. Simple Present—Third Person Singular in *es*

Some verbs in the present when used with *he*, *she*, *it*, and singular nouns, add *es* instead of *s*, as follows:

Verbs ending in *s*, *x*, *z*, *ch*, *sh*; as, "He touches," "The boy passes," "The man fixes," "A bee buzzes," "It scratches," "She pushes."

Most verbs ending in *y* change final *y* to *i* and add *es*; as, "He tries," "Baby cries." But verbs that end

in *ay*, *ey*, *oy*, and *uy* add *s*; as, "He pays." "The hawk preys." "The earthquake destroys." "She buys."

*Go* and *do* add *es*; as, "He goes." "She does."

### WRITTEN EXERCISE

*Copy the following sentences. In each fill the blank with the correct form of the verb which follows the sentence:*

1. My friend ——— to come. (*wish*)
2. The cook ——— flour and water. (*mix*)
3. He ——— to market every day. (*go*)
4. The old hen ——— the eggs. (*hatch*)
5. The tailor ——— the cloth. (*sew*)
6. The dove ——— away when it sees me. (*fly*)
7. His father ——— a horse. (*buy*)
8. She ——— her lessons diligently. (*study*)

NOTE. — Read the paragraph on pronunciation, Suggestions to Teachers, I.  
Let the pupils keep up their diaries and read from them.

### 82. Simple Past of Regular Verbs

1. I walked to school yesterday.
2. Celso planted the seeds.
3. The children laughed merrily.

You have learned that a verb may show present time in two ways. A verb may also show past time in two ways; as, "I was walking to school" or "I walked to school."

The verbs in the sentences above show past time.

What is the verb in each sentence? What are the last two letters of each verb?

The past of many verbs is formed by adding *ed*.

Verbs ending in *e* add only *d* to form the past; as, *like, liked; bake, baked*.

Most verbs ending in *y* change *y* to *i* before adding *ed*; as, *study, studied; cry, cried*.

But verbs ending in *ay, ey, oy, and uy* simply add *ed*; as *play, played; obey, obeyed; enjoy, enjoyed*.

Study the sentences with verbs in the past on page 149, and memorize them. The same form of the verb is used with all the pronouns, both singular and plural.

### WRITTEN EXERCISES

I. Write from memory the sentences with verbs in the past on page 149.

II. Write sentences using these verbs in the simple past:

|      |      |      |      |        |
|------|------|------|------|--------|
| lift | look | live | try  | dream  |
| like | wash | pray | hate | stray. |

NOTE. — Read the paragraph on pronunciation, Suggestions to Teachers, 1.  
Let the pupils keep up their diaries and read from them.

### 83. Simple Past of Irregular Verbs

Some verbs do not form the past by adding *ed*, but have a different form in the past from that of the present; as, *drink, drank; eat, ate; write, wrote*.

On pages 177 to 181 you will find a list of verbs with their past forms. Learn the past forms of all the verbs that you use.

Study the sentences with verbs in the simple past on page 174 and memorize them. You see that the same form is used with all the pronouns, both singular and plural.

### WRITTEN EXERCISES

- I. *Write from memory the sentences in the past on page 174.*
- II. *Write the past forms of the following verbs :*

|       |       |       |     |       |
|-------|-------|-------|-----|-------|
| begin | draw  | know  | do  | hit   |
| have  | sing  | think | pay | sit   |
| sell  | spend | read  | buy | teach |

NOTE.—A part of each day's recitation should be given to drill on verbs which occur in the lesson. Let the pupils give the simple present and past forms ; also the progressive forms. Let them conjugate such verbs as they use incorrectly. Teach them to consult frequently the pages with conjugations and list of verbs in the back of the book.

### 84. Simple Future

The simple future is formed by putting *shall* or *will* before the verb ; as, "I shall walk." "You will eat."

When is *shall* used? When is *will* used?

Study the sentences with verbs in the future on pages 173 and 174 and memorize them.

Give the past and future of each of the following verbs :

|       |        |       |       |       |
|-------|--------|-------|-------|-------|
| stand | lift   | taste | march | make  |
| hear  | listen | look  | speak | fold  |
| talk  | say    | see   | tell  | build |

## WRITTEN EXERCISES

I. *Write fifteen sentences, using each of the verbs of the preceding list in the future. Use shall in four of the sentences.*

II. *Write from memory the sentences in the future on pages 173, 174.*

III. *Write fifteen sentences. In each sentence use one of the verbs at the bottom of page 103 to show future time. In two sentences use I; in two use we; in two use you; in two use she; in one use it; in two use they; in two use singular nouns; and in two use plural nouns.*

## 85. Review of Verbs

## WRITTEN EXERCISES

I. *Copy the following sentences and fill the blanks with verbs:*

1. My father — to the river every day. I — with him yesterday. Tomorrow Delfin — — with him.

2. Yesterday I — a big tomato in my garden. Now I — — the peas. Tomorrow I — — that squash.

3. Benito — a hat last week. He — three pesos for it. Next week he — — a belt.

4. The school bell — —. Juliana — — to school. She — the bell. She — faster.

II. *Write twelve sentences. Use a noun or pronoun with each of the following:*

|            |               |        |             |
|------------|---------------|--------|-------------|
| is sitting | am running    | took   | was going   |
| shall sell | were swimming | throws | held        |
| coughed    | will sow      | was    | shoots      |
| will be    | is laughing   | barked | are singing |

## 86. Quotation Marks

“What time is it?” Juan asked.

“It is half-past nine,” Pedro answered.

What words did Juan say? Notice the marks placed before his first word. Notice those placed after his last word. What words did Pedro say? Notice the marks before his first word and after his last word. These marks are called **quotation marks**.

When we write the exact words that a person said, we put quotation marks before his first word and after his last word.

## WRITTEN EXERCISES

I. *Copy these sentences and put quotation marks where they belong:*

1. Where are you going, Pablo? asked Felix.
2. I am going down to the beach, Pablo answered.
3. Felix asked, What are you going for?
4. Pablo said, I want to look for pandan leaves.
5. What will you do with them? Felix asked.
6. I am going to make a sleeping mat, Pablo replied.

II. *Copy this story, and put quotation marks where they belong:*

Once a man caught a bird in a net.

Do not kill me, said the bird. If you will let me go free, I will pay you well.

How can you pay me? asked the man.

I will bring many other birds to the net, said the bird.

You are a false and wicked bird, said the man. To save yourself, you destroy all your friends. You do not deserve to go free.



### 87. Pom-pom-pull-away

It is recess, and the children are playing Pom-pom-pull-away. Do you know how they play it?

First they mark on the ground two parallel lines about ten meters long and twenty meters apart. One of the players is chosen by lot to be the catcher. He stands in the center between the two lines, and all the players stand on one of the lines.

When the catcher calls, "Pom-pom-pull-away!" all the players must leave the line and run

to the opposite line. While they are running, the catcher tries to catch some one and pat him three times on the back.

A player cannot be caught after he has reached the opposite line, but he must always leave the line when the catcher calls. If a player is caught, he stands in the center and helps catch others.

When all the players have reached the opposite line, the catcher calls out as before, "Pom-pom-pull-away!" and the players run back. Thus the players run from one line to the other whenever the catcher calls, until all are caught. The first person caught is the catcher for the new game.

What game are the children playing? How did they mark off the ground? What is the boy in the center called? Where do the players stand? What does the catcher call to the players? What do they do then? What does the catcher do? What must a player do when he is caught? When can a player not be caught? When is the game ended? Who is the catcher for the new game?

Should you like to play this game at recess? After you have played this game, tell how you played it.

NOTE. — Read the note to Lesson I and Suggestions to Teachers, I.

## 88. How to Play Games

## WRITTEN EXERCISES

I. *Filipino boys like to play sipa. Children in America do not know this game. Could you tell them how to play it? Write the directions for playing sipa.*

II. *Write the description of a good game for girls to play.*

III. *Write a composition telling how boys fight with their kites.*

IV. *Write a description of a game which two persons can play.*

NOTE.—Let each exercise be preceded by conversation work.

## 89. Robinson Crusoe is Terrified

You remember how carefully I built my house to protect me against all dangers. But there was one danger that I could not guard against. Can you guess what it was? Here is a page from my diary which tells:

April 16. While I was busy inside my cave, suddenly earth and rocks came tumbling down from the roof. I was terribly frightened. I ran out of the cave as fast as I could and climbed over my fence. When I struck the ground outside I felt it tremble. Then I knew what was the matter. There was an earthquake!

The motion made me sick and dizzy. The trees swayed and cracked, and a great over-



hanging rock fell into the sea with a dreadful crash. Three times the earth shook.

After the earthquake a great storm of wind and rain came on. The storm lasted three hours.

I climbed back over the fence and sat under the tent. I was afraid to enter the cave. The rain fell so fast that it passed through the canvas and wet me to my skin. At last I went into my cave. But I was still afraid that the roof might fall on my head. The rain lasted all night, and I could not sleep at all.

What happened while Crusoe was busy in his cave?

What did Crusoe do? How did he know that it was an earthquake? How did the earthquake make him feel? Why was Crusoe afraid to go into his cave? Why could he not sleep?

Tell your teacher what happened to Crusoe on April 16.

### WRITTEN EXERCISES

I. *Write a description of the earthquake and the storm on Crusoe's island.*

II. *A boy who is just learning English wants you to tell him the meanings of the following words. Use each word in a sentence and tell him its meaning:*

|       |            |        |       |
|-------|------------|--------|-------|
| storm | earthquake | rock   | earth |
| cave  | tent       | canvas | sea   |

## 90. Descriptions of Typhoon and Earthquake

### WRITTEN EXERCISES

- I. *Write a description of a typhoon which visited your town.*
- II. *If you have ever felt an earthquake, write your experience.*

## 91. Questions with *do*, *does*, *did*

### STATEMENTS

1. I hear the bell.
2. The children play.
3. The boy writes.
4. The dogs barked.
5. Rosa went home.

### QUESTIONS

- Do I hear the bell?
- Do the children play?
- Does the boy write?
- Did the dogs bark?
- Did Rosa go home?

*Do* and *does* are used in asking questions which show present time. *Do* is used with *I, you, we, they*, and all plural nouns. *Does* is used with *he, she, it*, and all singular nouns.

Read again statement 3 and question 3. Notice that when *does* is used the final *s* is dropped from the verb. *Did* is used in questions which show past time. It is used in questions about one or more than one.

What is the verb in statement 4? What is the verb in question 4? In statement 5? In question 5? What form is used in questions 4 and 5? What word in question 4 shows past time? In question 5? Notice that the present form of the verb is always used with *did*.

Study the questions with *do, does*, and *did* on page 175 and memorize them.

#### WRITTEN EXERCISE

*Write from memory the questions in the present and past on page 175.*

NOTE.—Give much oral drill on asking questions with *do, does*, and *did*. Make simple statements like those at the beginning of the lesson and let the pupils turn them into questions. Read the note on page 175.

### 92. Asking Questions with *do, does, did*

#### WRITTEN EXERCISES

I. *Make of each of the following sentences a question beginning with do, does, or did:*

1. Robinson Crusoe shot a goat.

2. He ate it.
3. I made a calendar.
4. My father works at the office.
5. Your sisters stay at home.
6. You bought that hat.
7. The merchant sold it to you.
8. He lives near the church.
9. We know how to play sipa.
10. You kicked the ball to me.
11. I missed it.



EXAMPLE: Did Robinson Crusoe shoot a goat?

II. *Write the following, using do, does, or did in your questions:*

1. Ask your father whether he likes mangos.
2. Ask him whether he ate some last night.
3. Ask whether the moon shines.
4. Ask whether it shone last night.
5. Ask your parents whether they go to market.
6. Ask your friend whether his parents went to Manila yesterday.
7. Ask something about where Crusoe lived.
8. Ask two questions in the present; use *he*; *they*.
9. Ask three questions in the past; use *she*; *they*; *we*.

93. Questions and Answers with *does, do, did*

## WRITTEN EXERCISES

I. *Copy these sentences and fill the blanks with does or do :*

1. — you go to bed at nine o'clock every night ?
2. — the baby wake up early in the morning ?
3. — the sun rise before six o'clock this month ?
4. — the cocks crow during the night ?
5. — your mother cook the breakfast ?
6. — we eat rice for breakfast ?

II. *Copy these sentences and fill the blanks with does, do, or did :*

1. — Felipe borrow a book from Juan last week ?
2. — Juan want his book now ?
3. — Felipe bring it home from school yesterday morning ?
4. — he study it yesterday afternoon ?
5. — he leave it on the table last night ?
6. — you see it there now ?

III. *Write an answer to each of the questions in Exercises I and II.*

IV. *Manuel went to Manila last week to visit his relatives. When he returned home, his brother asked him many questions about Manila and about his visit. Write eight of these questions. Use does, do, or did in each question.*

V. *Make nine questions by completing each phrase :*

- |                |                   |                 |
|----------------|-------------------|-----------------|
| 1. Do you like | 4. Does she write | 7. Did she say  |
| 2. Did he sell | 5. Did I thank    | 8. Does he tell |
| 3. Do they do  | 6. Did you think  | 9. Do you know  |

94. Questions and Answers with *has* and *have*

1. Paula has a silver thimble.
2. Has Paula a silver thimble?
3. The boys have a new volley ball.
4. Have the boys a new volley ball?

How is a sentence changed to a question when the verb is *has* or *have*?

## WRITTEN EXERCISES

I. *Change these sentences to questions :*

1. We have forty pupils in our class.
2. The girls have a basket ball team.
3. Leon has a brother in the class above this.
4. Leon's brother has a new set of tools.
5. You have time enough to finish this lesson.

II. *Use these verb phrases in asking questions :*

- |               |                 |                    |
|---------------|-----------------|--------------------|
| 1. have lost  | 4. have dyed    | 7. has bought      |
| 2. has found  | 5. has measured | 8. has fastened    |
| 3. have woven | 6. have sold    | 9. has embroidered |

III. *Fill the blanks in the following sentences with **has** or **have**. Then write answers to the questions :*

1. — you written Exercise II?
2. — your teacher a bell on his desk?
3. — all the boys planted beans?
4. — the girls learned to cook?
5. — this class studied fractions?

NOTE. — After the simple past, teach the direct and interrogative forms of the present perfect. Do not attempt to explain to a class of young children the differences in use between the simple past and the present perfect. Teach the participle form of the most common irregular verbs, and give sentences with both regular and irregular verbs in the present perfect. In review work on nouns, pronouns, and adjectives, use verbs in the present perfect, so that the form will become familiar. Give drill in changing direct sentences to interrogative sentences, to teach the order of the present perfect interrogative. Use conjugations on pages 173 and 174 for drill.

### 95. Questions with *shall* and *will*

Study the questions with verbs in the future on page 175 and memorize them.

Compare the questions in the future with the statements in the future on pages 173 and 174. Notice the difference in the order of the words.

### WRITTEN EXERCISES

- I. *Write from memory the questions in the future on page 175.*
- II. *Make a question of each of the following statements :*

1. The moon will shine tonight.
2. We shall see it.
3. The shoemaker will mend my shoes.
4. I shall pay him one peso.
5. Our class will take an examination.
6. The examination will not be difficult.
7. The teacher will mark our papers.
8. He will give them back to us.
9. Consuelo will make the chocolate.
10. The girls will drink it.

EXAMPLE: Will the moon shine tonight?

## 96. A Business Letter

*Dagupan, Pangasinan, P. I.*

*Apr. 5, 1914.*

*Mr. Manuel Favis*

*San Fernando, Pampanga.*

*Dear Sir:*

*I hear that you have 1000 piculs of rice for sale.  
Kindly write me the price that you ask for your rice.*

*Yours respectfully,*

*Pablo Leon.*

This is a business letter.

Compare the form of this letter with the form of the letters of friendship on pages 45 and 73.

Before the salutation is the name of the person to whom the letter is written and his address.

Read the salutation. The mark (:) after the salutation is called a **colon**.

Read the body of the letter. You see it is short, clear, but yet polite. In business letters we do not write about many different things as we do in letters of friendship.

Read the complimentary ending. Other forms of complimentary endings may be used; as, *Yours truly*, *Very truly yours*, *Yours very respectfully*, *Yours sincerely*, *Sincerely yours*, *Yours very truly*.

Notice that the writer of the letter signs his full name.

## WRITTEN EXERCISES

I. *Copy Mr. Leon's letter.*

II. *Write an answer to Mr. Leon's letter. The answer will be somewhat as follows :*

Your letter of ——— has been received. I am selling rice at ——— a picul.

I hope that this price will be satisfactory to you, and that I may be favored with your order.

## 97. Writing Business Letters

## WRITTEN EXERCISES

I. *Mr. Leon writes to Mr. Favis that he has received his letter stating the price of the rice. Mr. Leon writes that he will go to San Fernando, Apr. 18, to see Mr. Favis. Write Mr. Leon's letter.*

II. *You have heard that Mr. Simeon Lopez of Batangas, Batangas, wants to buy a carabao. Write him a letter stating that you have one to sell. Give the age and good points of your carabao and the price.*

III. *Write a letter to some carpenter in your town, telling him that your father wants to repair his house. Ask the carpenter whether he can come to see your father about the work.*

## 98. Addressing Letters to Business Houses

A large business is often done by several men who form a company. Some of the companies which do business in Manila are, "Alfredo Roensch and Co.," "Smith, Bell and Co.," "Squires, Bingham and Co."

*Co.* is the abbreviation for *Company*.

Envelopes may be addressed to companies as follows:

*La Extremeña*

24 *Escolta*

*Manila, P. I.*

In writing letters to business houses, begin them as follows:

*American Hardware Co.*

*Manila, P. I.*

*Gentlemen:*

or

*Editor of Manila Times*

*Manila, P. I.*

*Dear Sir:*

#### WRITTEN EXERCISES

I. *Address envelopes to the following:*

1. F. H. Thompson, 44 Escolta, Manila.
2. Bazar Filipino, 113 Escolta, Manila.
3. Editor of Philippine Education, 34 Escolta, Manila.
4. Libreria de S. R. Bren, 29-31 Calle Magallanes, Manila.
5. Manila Electric Railroad and Light Co., P. O. Box 451, Manila.

II. *Begin a letter to each of the business houses mentioned in Exercise I. Write the heading, address, and salutation.*

## 99. Writing Business Letters

## WRITTEN EXERCISES

I. Write a letter to the Editor of "*Philippine Education*," stating that you enclose a money order for \$1.00 for a year's subscription to "*Philippine Education*." State with what month you wish your subscription to begin.

II. Write a letter to the World Book Co., P. O. Box 1100, Manila, stating that you enclose a money order for \$.50, for which you wish them to send you a copy of "*Stories of Long Ago in the Philippines*."

III. Write a letter to H. E. Heacock Company, 123 Escolta, Manila. State that you inclose a money order for \$2.50 and ask them to send you a school clock.

IV. Write a letter to "*La Extremeña*," Escolta, Manila, and state that you enclose a money order to pay for the following things:

1 large bottle of olives

10 pounds of ham

## 100. Affirmative and Negative Answers

1. QUESTION: Does the boy sing?

ANSWERS: { Yes, the boy sings.  
              { No, the boy does not sing.

2. QUESTION: Do the pupils sing?

ANSWERS: { Yes, the pupils sing.  
              { No, they do not sing.

3. QUESTION: Did the teacher sing?

ANSWERS: { Yes, the teacher sang.  
              { No, he did not sing.

How many answers are given to each question? What is the first word of the first answer to each question? Of the second answer?

What mark comes after *yes*? After *no*?

An answer beginning with *yes* is an **affirmative answer**. One beginning with *no* is a **negative answer**.

Notice that in the affirmative answers the present and past forms of the verb itself are used.

In the negative answers *do*, *does*, and *did* are used. What word is found between *does* and *sing* in the first negative answer? Is this same word found in the other negative answers? Between what two words does *not* come?

Give an affirmative and a negative answer to each of the questions in the present and past on page 175.

NOTE.—Give drill on the forming of affirmative and negative answers to questions in the future. Show how the negative answer is formed by putting *not* between *shall* or *will* and the rest of the verb; as, "No, he will *not* write."

Read the note to page 171.

### 101. Writing Affirmative and Negative Answers

#### WRITTEN EXERCISE

*Write an affirmative and a negative answer to each of the following questions :*

1. Did Crusoe build a house?
2. Did he hunt with his gun?
3. Will the hunter shoot a deer?
4. Do you like deer meat?
5. Did it rain last week?
6. Shall I take your letter to the post office?



7. Will you send a money order for the book?
8. Does Juanita obey her parents?
9. Do the horses pull the carromata?
10. Did you hear the bell ring?

## 102. Writing Questions

### WRITTEN EXERCISE

*Write the following exercise. Make questions which can be answered by yes or no. Let some of the questions be in the present; some in the past; some in the future:*

1. Four questions about Crusoe.
2. Three questions about the picture on page 90.
3. Four questions about yourself.
4. Four questions about a classmate.
5. Three questions about the crow.
6. Three questions directed to your teacher.

## 103. A Letter to the Supervising Teacher

### WRITTEN EXERCISE

*Suppose that the supervising teacher of your district has written you a letter in which he asks for the following information. Write an answer to his letter. Begin by stating that you have received his letter, giving its date, then give the information, and close your letter politely:*

In what grade are you? How many pupils are in the same grade? How many boys? How many girls? How old is the oldest pupil? The youngest? What are your studies?



#### 104. Robinson Crusoe Becomes a Potter

For a whole year I had no jars or pots. Often I wanted to boil a piece of goat's meat or a turtle, but I had no way of doing it. So I decided I must learn to be a potter just as I had learned to be a builder and a carpenter.

In the beginning I had little success. I found some good clay, but I did not know how to prepare it, nor how to model it.

After working hard for two months I had only two good jars. But they were not strong enough to put on the fire. How could I make them harder?

One day I found a piece of a broken jar in the fire. The fire had made it red in color and hard as stone. That gave me an idea. If the fire did this to a broken jar, would it not do the same to a whole one?

So I modeled some new jars and dried them in the sun. Then I built a large fire over them. I kept the fire burning all day, and toward evening I let it go down slowly. The next morning I swept away the ashes and found my jars and pots burnt hard and red.



How happy I was! I could hardly wait until I had boiled a piece of meat in one of my new pots. That was the first boiled meat I had tasted since coming to my island.

Why did Crusoe want pots and jars? Of what did he make them? Why could he not make good ones at first? What makes clay pots hard and red? How did Crusoe learn this? Are jars and pots in the Philippines made in the same way as Crusoe made his?

#### WRITTEN EXERCISE

*Write a composition telling how Crusoe made his pots.*

NOTE. — Read the note to Lesson 1.

## 105. The Pottery Industry

## WRITTEN EXERCISE

*Write a composition telling how jars are made in the Philippines.*

NOTE. — Have the pupils visit a pottery, if possible, or let them examine pots and jars and notice how they are shaped or decorated. If the pupils have done modeling in school, let them write a composition telling how they made a jar.

## 106. Affirmative and Negative Statements

Read each of the answers at the beginning of Lesson 100, and in each case omit *yes* and *no*. Then you will have the following statements :

- |                           |                      |
|---------------------------|----------------------|
| 1. The boy sings.         | 4. They do not sing. |
| 2. The boy does not sing. | 5. The teacher sang. |
| 3. The pupils sing.       | 6. He did not sing.  |

Each affirmative answer makes an **affirmative statement**. Each negative answer makes a **negative statement**.

Read the affirmative statements. The negative.

How do you form the negative statement from the first affirmative statement? From the second affirmative statement? From the last?

What word is found in each negative statement?

Study and memorize the negative statements with verbs in the present, past, and future on page 176.

What part of the verb shows present time? Past time? Future time? What part of each verb is the same? Where is *not* in each negative statement?

## WRITTEN EXERCISE

*Write from memory the negative statements in the present, past, and future on page 176.*

## 107. Writing Affirmative and Negative Statements

## WRITTEN EXERCISES

I. *Change these affirmative statements to negative statements :*

1. The sick man died.
2. He bought a bolo with the money.
3. Hugo goes to school every day.
4. Some people ride on the train.
5. The women of Panay weave jusi.
6. Alberto knows the way to Bacolod.
7. We gave him the eraser.
8. The storm frightened Crusoe.
9. I think so. I like mangos.

EXAMPLE : The sick man did not die.

II. *Change these negative statements to affirmative statements :*

1. He does not hear the bell.
2. We do not sing every day.
3. Mr. Favis did not sell his rice.
4. The river does not flow rapidly.
5. Crusoe did not go into his cave.
6. I do not understand you.
7. You did not speak loud enough.
8. They did not return yesterday.

EXAMPLE : He hears the bell.

## 108. Marta's Sister's Dress

*Teacher.* Have you finished the dress for your little sister, Marta?

*Marta.* No, Miss Felisa, I have not finished it yet. I cannot make it look right.

*Teacher.* What is the matter with it?

*Marta.* The yoke is too narrow, and the armholes are too tight.

*Teacher.* Does your sister come to school?

*Marta.* No, Miss Felisa, she does not. She is not old enough yet. She is only four.

*Teacher.* Can you bring her with you this afternoon?

*Marta.* Yes, I can.

*Teacher.* Bring her, then. Do not forget to bring the dress, too. We will try it on her. Perhaps I can help you.

*Marta.* Thank you very much, Miss Felisa. I had half a meter of the cloth left over. Shall I bring that, too?

*Teacher.* Yes, bring it. We may not need it. But it will be better to have it at hand.

How many interrogative sentences do you find in the dialogue given above? How many affirmative statements? How many negative statements?

## 109. Writing Affirmative and Negative Sentences

## WRITTEN EXERCISES

I. *Write negative sentences, using these phrases :*

- |                   |                       |
|-------------------|-----------------------|
| 1. cannot catch   | 6. was not afraid     |
| 2. has not won    | 7. am not reciting    |
| 3. will not meet  | 8. were not contented |
| 4. have not slept | 9. is not ready       |
| 5. must not eat   | 10. shall not forget  |

II. *Change each affirmative sentence to negative. Change each negative sentence to affirmative :*

1. The axle of the farmer's cart is broken.
2. He cannot mend it himself.
3. He must go to town with it.
4. He will not buy a new axle.
5. He is going to take the old one to the blacksmith.
6. Perhaps the blacksmith can mend it.
7. Last year the blacksmith's shop was on Rizal Street.
8. This year it is not on that street.
9. The blacksmith has moved near the bridge.

III. *Use the following phrases in sentences :*

- |               |               |                |
|---------------|---------------|----------------|
| 1. was angry  | 5. am willing | 9. shall begin |
| 2. are asleep | 6. will sweep | 10. have grown |
| 3. has come   | 7. is shallow | 11. were empty |
| 4. is awake   | 8. has died   | 12. is dead    |

IV. *Change to negative the sentences that you wrote for Exercise III.*

## 110. Review

## WRITTEN EXERCISES

I. *Change these affirmative statements to negative statements :*

1. My brother and I are going to Iloilo.
2. We shall visit our relatives there.
3. My brother has bought the tickets.
4. I have packed the trunk.
5. The key of the trunk is lost.
6. I am waiting for the locksmith to come.
7. He will fit a new key.

II. *Write an affirmative and a negative answer to each of these questions :*

1. Is Felipe ready to begin making his bench?
2. Are his tools in good order?
3. Was his knife sharpened yesterday?
4. Has he wood enough?
5. Are these nails the right size?
6. Have you told him the dimensions of the top?

III. *Copy these sentences and put quotation marks where they belong :*

1. How far is it to the next town? asked the stranger.
2. It is three kilometers, Lucas answered.
3. The stranger said, Is the road good?
4. The road is good, but the bridge is gone, said Lucas.
5. Is there a ford? the stranger asked.
6. Lucas answered, Yes, there is a ford.
7. Thank you. Good by, said the stranger.
8. You are welcome. Good by, said Lucas.

## 111. Uses of Plants

The Philippine Islands are rich in plants. How are these plants useful to us? The trees of the forest, bamboo, nipa, and grasses furnish us with shelter from the wind, rain, and sun. From many plants we get clothing, food, and drink. The roots, stems, leaves, and fruits of some plants are used for medicines.



## WRITTEN EXERCISES

1. *Write the following exercise. If you do not know the English name, give the names of plants in your own language :*

1. Six plants used in the building of a house.
2. Three plants from which cloth is made.
3. Three plants from which hats are made.
4. Six plants that are used for food.
5. Three plants from which drinks are made.
6. Four plants from which medicines are made.

II. *Tell the different uses of each of the following plants :*

bamboo abacá coconut sugar-cane cacao

### 112. Parts of Plants that are Useful

#### WRITTEN EXERCISE

*Tell what part or parts of the following plants are useful. Tell also what the parts are used for:*

|         |         |            |        |
|---------|---------|------------|--------|
| banana  | abacá   | sugar-cane | bejuco |
| coconut | tobacco | ilangilang | nipa   |
| bamboo  | camote  | radish     | guava  |
| rice    | narra   | tamarind   | cacao  |

### 113. How to Make a Cup of Chocolate

#### WRITTEN EXERCISE

*Write a composition telling how a cup of chocolate is made. Tell about these things:*



Picking the pods; taking out the seeds and drying them; roasting the seeds; grinding them and making

the chocolate paste; cooking the chocolate.

### 114. Statements with *does not*, *do not*, *did not*

#### WRITTEN EXERCISES

I. *Copy these sentences and fill the blanks with does not, do not, or did not :*

1. Sebastian's garden — — look well now.
2. He — — plant the seeds early enough.
3. He — — spade and rake the ground before planting.

4. Many of the seeds — — sprout.
5. Now he — — pull up the weeds.
6. He — — remember to water the plants every day.
7. Plants — — grow well without care.

II. *Change each of the phrases below so that it might be used in a negative statement:*

- |              |                 |                |
|--------------|-----------------|----------------|
| 1. I weave   | 4. they quarrel | 7. it rains    |
| 2. he coughs | 5. he speaks    | 8. they ride   |
| 3. you swim  | 6. we use       | 9. she braids. |

III. *Change each of the following phrases so that it might be used in a negative statement:*

- |               |              |              |
|---------------|--------------|--------------|
| 1. he met     | 4. I mended  | 7. you ran   |
| 2. we paid    | 5. he told   | 8. it fell   |
| 3. they heard | 6. she drove | 9. we nailed |

IV. *A friend in the provincial capital has written to you, asking you to spend a week there. You must decline the invitation. Write your answer to the letter, and use at least three negative statements.*

### 115. The Story of Ruperto's Coat

I am the white coat that Ruperto wears to school. Shall I tell you the story of my life?

My mother was a cotton plant, and we lived in a large field with many other cotton plants. I grew on the top of the bush where I could look over the heads of my neighbors. As far



as I could see there were thousands of pretty white balls just like me, peeping from under the green leaves.

One day a man came and picked us cotton balls. He put us into a large bag and took us to a mill to take the seeds out. Next we were spun into long threads and wound on spools. Then the spools were put into a loom, and we threads were woven into cloth.

The piece of cloth into which I was woven went on a long journey. I fell asleep, and when I awoke, I found myself on a tailor's table. The tailor showed me to Ruperto, who wanted a coat. Ruperto said he liked me, and asked the tailor to make me into a good coat.

The tailor cut me into several pieces. He basted the pieces together and then sewed them on a sewing machine. When Ruperto came a few days later, he said, "I like that coat." So he took me home with him and has worn me ever since.

What do we call the cloth of which Ruperto's coat was made? Tell how the cloth is made.

In what countries does the cotton plant grow? Where does much of the cotton cloth used in the Philippines come from? For what is cotton cloth used?

#### WRITTEN EXERCISE

*Write a composition telling how cotton cloth is made.*

### 116. The Story of a Piece of Rope

#### WRITTEN EXERCISE

*Write the story of a piece of rope. Let the rope tell its own story just as Ruperto's coat did.*

### 117. Industries

Have you ever thought of all the work that had to be done before a piece of rope was made? Let us think of what must be done: plowing and preparing the field; planting the abacá;

taking care of the plants; cutting the abacá; stripping the fiber; drying the fiber; packing the fiber and taking it to market; making the rope.

All these labors connected with the raising of abacá make the abacá industry. This is one of the most important industries in the Philippines. Other industries are the sugar industry, tobacco industry, fishing, pottery, and weaving.

It is good for a country to have many industries, because then everybody has work and everybody is content and prosperous. People have money to buy food and clothing and to pay their taxes. The taxes are used for schools, roads, bridges, and improving the country.

#### WRITTEN EXERCISES

- I. *Write a list of important industries in the Philippines.*
- II. *Write another list of industries in your province.*
- III. *Write a composition about some industry with which you are acquainted.*

#### 118. Robinson Crusoe's First Loaf of Bread

I have told you how I had to become a potter before I could have any boiled meats or



soups. Yet to make my first loaf of bread, I had to do the work, first, of a farmer; second, of a miller; third, of a potter; fourth, of a baker.

Think of being a farmer, a miller, a potter, and a baker, just for a loaf of bread! Here is the story of my first loaf.

I planted the wheat, rice, and barley which I had found on the ship. I worked very hard, as every good farmer must, and in two years I had plenty of each kind of grain.

Now I had to grind the wheat and barley into flour. So I made a mortar and pestle of wood. I hollowed out the center of a block of hard

wood until it looked like a mortar for hulling rice. The pestle I made of another hard wood, called ironwood. So with a wooden mortar and pestle for a mill, I became a miller and soon had flour.

Now I needed an oven to bake my flour into bread. For this I made some square bricks in the same way that I made my pots. I built a floor of these bricks, and on this floor I made a fire.

When the bricks were heated, I swept the fire and ashes away. Then I put my loaves of bread down on the hot floor and covered them with a pot. All over and around the pot I built up the fire again. In about an hour I swept away the fire and took off the pot. There were three nice brown loaves of bread!

It took me so long to do the work of a farmer, a miller, a potter, and a baker that I was on the island nearly three years before I baked my first bread.

Tell all the kinds of work that Crusoe had to do before he ate his first loaf of bread. How did he make his mortar? His pestle? Why did he use hard wood? What are mortars and pestles used for in the

Philippines? How did Crusoe make an oven? How did he heat his oven? Tell how Crusoe baked his bread. Why did it take him so long to bake his first loaves?

### WRITTEN EXERCISES

- I. *Write a composition telling how the baker bakes bread.*
- II. *Write a letter to Frederick Philips, who lives in Buffalo, New York. He does not know how Filipinos hull rice. Tell him about it. Describe the mortar and pestle, the pounding of the palay, and the cleaning of the rice.*



### 119. Work and Fun

#### WRITTEN EXERCISE

*Imagine that these young people came to your house one night. In a letter to your cousin write about the fun. Tell about these things:*

How many were there? What did the young men do? The young ladies? What did they do after the rice was hulled? When did they go home?

120. Contractions — *not*

Read these sentences aloud:

1. Juan hasn't studied.      2. Paz doesn't sing.

Sometimes the word *not* is **contracted**, or shortened, after a verb. Then the letter *o* is not pronounced. When we write the contracted form of *not*, we write an apostrophe in place of the *o*, and join *n't* to the verb.

A contracted form is called a **contraction**.

## WRITTEN EXERCISES

I. *Copy these contractions, and beside each write the uncontracted form:*

- |            |            |           |            |
|------------|------------|-----------|------------|
| 1. don't   | 3. haven't | 5. isn't  | 7. wasn't  |
| 2. doesn't | 4. hasn't  | 6. aren't | 8. weren't |

II. *Write sentences, using these phrases:*

- |                 |                      |                 |
|-----------------|----------------------|-----------------|
| 1. don't speak  | 4. haven't begun     | 7. isn't smooth |
| 2. doesn't wear | 5. aren't waiting    | 8. weren't ripe |
| 3. hasn't built | 6. wasn't frightened | 9. haven't done |

III. *Write a negative answer to each of the following questions. Use a contraction in each answer:*

1. Does a cat like to swim?
2. Are horses stronger than carabaos?
3. Do dogs climb trees?
4. Was the swarm of locusts flying north?
5. Have fishes nostrils to breathe through?
6. Is the sheep a dangerous animal?

## 121. Other Contractions

Sometimes *am*, *are*, and *is* are contracted. Then they are written 'm, 're, and 's, thus, *I'm*, *they're*, *she's*.

*Cannot* also is sometimes contracted. Then it is written *can't*.

## WRITTEN EXERCISES

I. *Copy these sentences, and beside each write the same sentence with the verb not contracted:*

- |                 |                    |                   |
|-----------------|--------------------|-------------------|
| 1. I'm thirsty. | 4. They're honest. | 7. We can't go.   |
| 2. You're late. | 5. She's pretty.   | 8. It's early.    |
| 3. He's strong. | 6. I'm happy.      | 9. They're tired. |

EXAMPLE: I'm thirsty. I am thirsty.

II. *Copy these sentences, and write contractions in place of the words underlined:*

1. Plants cannot grow without light.
2. Ferns do not have flowers.
3. The mangrove does not grow in the mountains.
4. The ilangilang tree has not large leaves.
5. Morning glories are not open at noon.
6. Palm trees have not any branches.
7. The fruit of the pandan is not good to eat.
8. The rice crop was not good last year.
9. This year there were not many locusts.
10. I am saving my money to buy a new hoe.
11. You are making that path crooked.
12. He is setting out onion seedlings.

## 122. Lazyman's Garden

Long ago Lazyman wanted to have a garden. So did Busyman. At five o'clock in the morning, Lazyman said, "It's too early to get up."

Busyman said, "It's very early, but it isn't too early to begin digging."

"I can't work with that spade," said Lazyman. "The handle is too short."

"It's very short," said Busyman, "but it isn't too short when we haven't any other spade."

At eleven o'clock Lazyman said, "I don't want to begin my garden this morning. It's too hot."

"It's very hot," said Busyman, "but it isn't too hot to work a little."

In the afternoon Lazyman said, "I'm not going to begin my garden today. It's too late."

"It's very late," said Busyman, "but it isn't too late to make a beginning."

I have heard that Lazyman hasn't yet found the right time, or the right spade, or the right weather, to begin.

Find seven different contractions in this story and copy them. Beside each write the uncontracted forms.

NOTE. — Children often say *too* for *very*. Use this story to make clear the difference. Call attention to the use of quotation marks in the story.

## 123. Answering Negative Questions

Read these sentences aloud :

- |                      |                       |
|----------------------|-----------------------|
| 1. Isn't Pedro here? | 2. Didn't Pedro come? |
| No, he isn't here.   | No, he didn't come.   |
| Yes, he's here.      | Yes, he came.         |

Sometimes a question is asked with *not* in it. When you answer such questions, remember that you must not use *yes* with *not* in your answer.

## WRITTEN EXERCISES

I. *Copy these questions and answers and fill each blank with yes or no :*

- |                           |                         |
|---------------------------|-------------------------|
| 1. Aren't you ready?      | ——, I'm not ready.      |
| 2. Isn't it four o'clock? | ——, it is four o'clock. |
| 3. Hasn't she come?       | ——, she has come.       |
| 4. Didn't they win?       | ——, they didn't win.    |
| 5. Can't he read?         | ——, he can read.        |
| 6. Weren't you at home?   | ——, I wasn't at home.   |
| 7. Wasn't it hot?         | ——, it was.             |

II. *Write an affirmative and a negative answer to each of these questions :*

1. Isn't Miguel Riego's father building a house?
2. Hasn't the house a wooden floor?
3. Aren't the roof and walls of nipa?
4. Didn't Mr. Riego buy the nipa from your uncle?
5. Doesn't Miguel help his father on Saturdays?

## 124. Negative Questions and Answers

1. Maria is sick, isn't she?
2. Maria isn't sick, is she?
3. Andres lost his book, didn't he?
4. Andres didn't lose his book, did he?

In these sentences, first a statement is made, and then a question is added. *Not* may be used either in the statement part of the sentence or in the question part.

When you answer a question of this kind, you must think what the truth is. If it is true that Maria is not sick, you must give a negative answer: "No, she is not sick." If she is sick, your answer must be affirmative: "Yes, she is sick." If it is true that Andres lost his book, we say, "Yes, he lost his book." If he did not lose it, we say, "No, he did not lose his book."

## WRITTEN EXERCISE

*Write answers to these questions. Think about what the truth is before you write:*

1. Robinson Crusoe did not like to study, did he?
2. He didn't want to stay at home, did he?
3. A sailor's life is a hard one, isn't it?
4. Crusoe was not shipwrecked, was he?
5. He saw the other sailors again, didn't he?
6. The dog was Crusoe's only companion, wasn't he?
7. Crusoe did not live on an island, did he?

## 125. Comparison of Adjectives

1. Joaquin is tall.
2. Andres is taller than Joaquin.
3. Luis is the tallest of the three boys.

How many boys are spoken of in the sentences above? Each boy is tall, but each is of a different height. Thus in comparing the heights of the boys we use three forms of the same adjective. Read the three adjectives that are used in the sentences above.

What letters are added to *tall* in the second statement? In the last?

To **compare** an adjective is to give its three forms; as, *short, shorter, shortest*; *sweet, sweeter, sweetest*.

Compare *rough, clean, neat, fast, tight, cheap*.

Adjectives that end in *e* add only *r* for the second form and *st* for the third; as, *large, larger, largest*.

Compare *brave, wide, late, loose, safe*.

Most adjectives ending in *y* change *y* to *i* before adding *er* and *est*; as, *heavy, heavier, heaviest*.

Compare *busy, lazy, dirty, early, pretty, easy*.

## WRITTEN EXERCISE

*Write the comparison of all the adjectives that you have compared orally in this lesson.*

NOTE.—Let the pupils use the three forms of some of the adjectives given above in sentences similar to those at the beginning of this lesson.

## 126. Comparing Two Things

1. Iron is heavier than wood.
2. A mouse is smaller than a cat.

What two things are compared in the first sentence? What adjective is used to compare them? From what adjective does *heavier* come?

What is compared with the cat? What adjective is used in comparing the mouse with the cat? From what adjective does *smaller* come?

What word comes after *heavier*? After *smaller*?

Notice that *than* comes after the adjective used in comparing two things.

Form ten expressions that you would use in statements comparing two persons or things; as, *smoother than*, *easier than*, *earlier than*, *wider than*.

## WRITTEN EXERCISE

*Write ten statements. In each compare the two things that are named together below. Use the correct form of the adjective which is given with each pair of nouns:*

- |                        |                             |
|------------------------|-----------------------------|
| 1. man, boy; old.      | 6. chico, lemon; sweet.     |
| 2. brook, river; wide. | 7. sun, moon; bright.       |
| 3. sea, river; deep.   | 8. day, night; warm.        |
| 4. meter, vara; long.  | 9. board, mat; thick.       |
| 5. son, father; young. | 10. carabao, horse; strong. |

EXAMPLE: The man is older than the boy.

## 127. The Goose and the Hen



The goose and the hen are domestic fowls. In some ways they are alike; in other ways they are unlike. How do they compare in size? In weight?



In color? Which has the longer tail? The longer neck? The larger bill? Which has the longer legs? How do their feet differ? Compare their eggs in size.

## WRITTEN EXERCISE

*Write a composition comparing the goose and the hen. In many of your statements you will use adjectives ending in er.*

NOTE.—Let the pupils in oral work compare other animals; as, *sheep and goat, crow and pigeon, dog and cat, cow and carabao, lizard and snake*. They may also be required to write about these animals, comparing them.

## 128. Irregular Comparison of Adjectives

Some adjectives cannot be compared by adding *er* and *est*.

Learn the comparison of these irregular adjectives:

|        |         |          |
|--------|---------|----------|
| good   | better  | best     |
| bad    | worse   | worst    |
| much   | more    | most     |
| little | less    | least    |
| far    | farther | farthest |

## WRITTEN EXERCISES

I. Write the two forms of each of the adjectives just given when your teacher reads the first form.

II. Compare two things, using the correct form of the following adjectives :

good      bad      little      much      far

III. Answer the following questions in complete statements :

1. What town in your province is farthest from your town?

2. What insect is the worst enemy of the farmer?

3. What insect is his best friend?

4. What province produces the most tobacco?

5. In what month does the farmer have the least rice? When has he the most?

129. Comparison with *more* and *most*.

Many adjectives are so long that it would be difficult to pronounce them with *er* or *est* added.

Instead of adding *er*, *more* is used before such adjectives; and instead of adding *est*, *most* is used before them; as, *beautiful*, *more beautiful*, *most beautiful*.

Compare the following adjectives with *more* and *most* :

expensive

diligent

cheerful

difficult

careful

useful

intelligent

industrious

## WRITTEN EXERCISE

*Write an answer to each question :*

1. Which are more expensive, white shoes or black shoes ?
2. Who is the most punctual pupil in your class ?
3. What is your easiest lesson ?
4. What is your most difficult lesson ?
5. What town in your province is larger than your town ?
6. What town is smaller ?
7. When can you do your best work ?
8. What animal is the most useful to the farmer ?
9. Which is more beautiful, sinamay or jusi ?
10. Which is more expensive ? Which is more useful ?
11. When is rice most expensive ?

## 130. Adjectives and Comparison

A bird uses its bill, or beak, as a tool. Beaks are always hard and horny. They may be long, short, straight, curved, hooked, sharp, blunt, pointed, slender, broad, stout, black, brown, yellow, light, dark. The nostrils are a pair of tiny holes, usually at the base of the beak. The ears are hidden under the soft feathers. The eyes are round and very bright.

## WRITTEN EXERCISES

I. *How many adjectives can you find in the sentences at the bottom of page 147? Write the comparison of each adjective.*

II. *Use the following in sentences :*

|                |               |         |
|----------------|---------------|---------|
| more useful    | juiciest      | deepest |
| most harmful   | more fragrant | tamer   |
| more beautiful | shallower     | wildest |

III. *Write a composition about a cornstalk. Use at least six adjectives. In your composition tell about these things :*

The height of a cornstalk ; how the leaves grow from the stalk ; the size and shape of the leaves ; where the flowers grow ; what is on the flower that grows at the top of the stalk ; what the flower at the side of the stalk becomes ; what is at the end of each thread of silk ; the color of the corn silk ; the color of the ripe kernels.

131. *Much and many*

1. A rich man has much money.
2. He has many pesos.

What adjective is used before *money*? Before *pesos*?  
Is *money* singular or plural? Is *pesos* singular or plural?

*Much* is used before singular nouns. *Many* is used before plural nouns.

*Many* is compared the same as *much*. Compare *much* ; *many*.

## WRITTEN EXERCISES

I. *Copy the following sentences, filling the blanks with much, many, more, or most :*

1. During the rainy season there is — water in the streets. There is — water in the rivers than during the dry season.

2. The farmer planted — rice. — locusts came and ate it.

3. There are — pupils in the third grade. There are — pupils in the first grade than in the third.

4. The greedy rich man had — money, but he did not have — friends. The kind poor man had — friends than the rich man.

5. A good student can do — work than a poor student. The best student does the — work.

II. *Copy the following questions, filling the blanks with much or many :*

1. How — land has Mr. Roco?

2. How — hektars has he?

3. How — rice did he plant?

4. How — does the clerk earn each month?

5. How — children has he?

6. How — inches make one foot?

7. How — sugar can you buy for a peso?

8. How — is your book worth?

9. How — pages are there in your book?

132. *Little and few*

A *little* house means a house that is *not big*. What is the opposite of *little*?

*Little* money means *not much* money. The opposite of *little* in this case is *much*. When we say that the ten-centavo coin is a *little* coin, we mean that the coin is *not big*. But when we say, "Ten centavos is *little* money," we mean that it is *not much* money.

What is the opposite of *much*?

The opposite of *many* is *few*. A *few* boys means *not many* boys. In what other words can you say, *not many days*; *not many books*; *few pupils*?

*Little*, meaning *not much*, is used with singular nouns; *few*, meaning *not many*, is used with plural nouns; as, *little land*, *few hektars*, *little rain*, *few storms*.

## WRITTEN EXERCISE

Write the following sentences. Use the opposites of the words or expressions that are underlined:

1. I live in a big town.
2. Many people live in this town.
3. This town has few little barrios.
4. There are many big churches in Manila.
5. Sometimes there is much rain and little sunshine.
6. The little baby can walk a few steps.
7. A big lamp gives much light.

8. A thousand pesos is much money.
9. Many carabaos will eat much grass.
10. A little boy eats little meat.

### 133. How to Make your School Beautiful



When your school gives special exercises, to which you invite your parents and friends, you all want the school to be beautiful. So you bring in leaves and plants, colored lanterns, and flags to decorate it. How proud you are to show the school to the people of your town!

Would it not be better if you could do a little every day, every week, to add to the beauty of your school? Should you not be happier and prouder to have your schoolroom and yard look beautiful every day instead of only a few days in the year?

What shade trees can you plant in front of the schoolhouse? What vines can you plant near the schoolhouse to grow up the posts and over the walls?

Where can you get the vines? Where can you have a flower garden? What can you plant in it? What can you plant in pots to put in the windows?

### WRITTEN EXERCISES

- I. *Write a composition telling how your school yard could be made more beautiful.*
- II. *Write a letter to a merchant asking him to send you a list of flower seeds with the price of each kind.*

### 134. Arbor Day

On what date did your school celebrate Arbor Day? What did the pupils do on that day? What persons spoke to the pupils? What did they talk about? What did you learn on that day? Why is Arbor Day celebrated in the schools?

### WRITTEN EXERCISES

- I. *Write a letter telling how you celebrated Arbor Day.*
- II. *Write a letter to the Director of the Bureau of Agriculture, Manila. Ask him to send you the names and prices of some trees that you can plant in your school yard.*

### 135. Robinson Crusoe Becomes a Tailor

What do you do when your clothes wear out? You get new ones, do you not? When my clothes wore out, I had to get new ones, too. But I had no cloth, and so I had to make them of goatskins.



At first I was a very poor tailor. I had scissors and needles and thread, but I did not know how to sew. I did not know how to cut the skins into the proper shapes.

The first thing I made was a tall cap. After I finished my cap, I cut out pieces of goatskin for a coat and sewed them together.

Then I made a pair of trousers. I made the coat and trousers very loose so that they would not be too hot. Then I made some goatskin coverings for my feet. They were not very comfortable, but they were strong and useful.

Last I made an umbrella to protect me from both the sun and the rain. The heat of the

sun gave me headaches, and the rain gave me fever. Under my new umbrella I could keep cool in the hottest weather, and in the rain I could keep dry, for the hair of the goatskin shed the water.

What should you think if you saw a man dressed in goatskins? Should you not be surprised?

#### WRITTEN EXERCISE

*Probably your father has never seen a picture of Robinson Crusoe. Write for your father a description of Crusoe in his new clothes.*

#### 136. *My, our, your*

Julian says, "My dog is black."

Julian says to Pedro, "Your book is pretty."

Whose dog is Julian talking about? Whose book does Julian like?

The first sentence that Julian spoke is about Julian's dog. What does the word *Julian's* show? What word does Julian use instead of *Julian's*? What do you call a word that is used instead of a noun?

*My* is a pronoun. It shows ownership or possession. *My* is a **possessive pronoun**.

What possessive pronoun does Julian use in his second statement? For what possessive noun is it used?

When Julian speaks of things belonging to him and his brothers, he says, "our kite," "our goat."

*My* shows that one person is the owner; *our* shows that more than one is the owner.

*Your* is both singular and plural.

Use *your* in a sentence. Tell whether it is singular or plural.

### WRITTEN EXERCISES

*Write the following exercises :*

1. Five sentences about things belonging to you.
2. Five sentences about things belonging to you and your parents.
3. Five sentences addressed to your schoolmate about things belonging to him or her.
4. Five sentences addressed to your parents about things belonging to them.

### 137. *His, her, its, their*

- |                     |           |
|---------------------|-----------|
| 1. The boy's feet.  | His feet. |
| 2. The girl's feet. | Her feet. |
| 3. The bird's feet. | Its feet. |

What possessive pronoun is used in the place of *The boy's? The girl's? The bird's?*

*His* is used when the owner is a boy or a man. *Her* shows that the owner is a girl or a woman. When the owner is neither boy, man, girl, nor woman, *its* is used.

- |                     |             |
|---------------------|-------------|
| 4. The boys' ears.  | Their ears. |
| 5. The girls' ears. | Their ears. |
| 6. The cats' ears.  | Their ears. |

Find the possessive nouns in these expressions. Are these nouns singular or plural?

What possessive pronoun is used in place of each possessive noun?

*Their* is used when more persons than one are the owners.

What is the plural of *his*? *Her*? *Its*?

### WRITTEN EXERCISES

I. Write possessive pronouns in place of the possessive nouns:

- |                  |                    |
|------------------|--------------------|
| The man's house. | The hens' chicks.  |
| Pablo's sister.  | The boys' pets.    |
| Rita's sister.   | Children's toys.   |
| The kite's tail. | The pupils' desks. |
| Sister's camisa. | Women's dresses.   |
| Brother's coat.  | Men's suits.       |

II. Write the following exercise, using a possessive noun in place of each possessive pronoun:

- |              |             |            |
|--------------|-------------|------------|
| his mother   | his cousins | his uncle  |
| its wings    | its body    | her uncle  |
| their rice   | their fins  | its size   |
| her brothers | their fish  | her letter |

## 138. Review of Possessive Pronouns

## WRITTEN EXERCISES

I. *Copy these sentences and fill each blank with his or her :*

1. Maria saves — money.
2. David pays — debts.
3. Adela obeys — parents.
4. Rosa loves — father.
5. Paz helps — mother.
6. Luis teaches — sister.
7. Manuel loves — mother.
8. Paula teaches — brother.
9. Ramon looks like — grandmother.
10. Luisa looks like — uncle.

II. *Write answers to these sentences. Use a possessive pronoun in each answer and draw a line under the possessive pronoun :*

1. Whose pen are you using?
2. Whose tools did Segundo borrow?
3. Whose garden have Luis and Maria planted?
4. Whose goat is in their garden?
5. Whose dress is Marta making?
6. Whose pocketbook did Julio lose?
7. Whose vegetables did Luis and Maria sell?

III. *Write an answer to each of these questions, and draw a line under each possessive pronoun that you write :*

1. Didn't Crusoe live on his island for many years?
2. Wasps do not build their nests in trees, do they?
3. Rice is not cultivated for its leaves, is it?
4. Do you study your geography lesson every day?
5. Shall we have our vacation in October?

## 139. Questions about Ownership of Things

1. Whose carabao is eating in that field?
2. Whose knife is on the floor?

The first question asks who the owner of the carabao is. What does the second question ask?

What is the first word in each question?

*Whose* is used in questions asking about the ownership of things.

Answer the first question. What possessive noun do you use? What possessive noun do you use in your answer to the second question?

## WRITTEN EXERCISE

*Write ten questions asking about the ownership of things in the schoolroom.*

EXAMPLE: Whose hat hangs on the post?

140. *Where, when, how, why*

Look at the questions on page 175. You can use each of those questions with *where, when, how, and why*; as,

Where do I write a letter?

When do I write a letter?

How do I write a letter?

Why do I write a letter?

## WRITTEN EXERCISE

*Write ten questions beginning with where, when, how, why.*

1. Ask a pupil where Mr. Angeles lives.
2. Ask Mr. Garcia how he went to Manila.
3. Ask him why he went.
4. Ask Miguel why he bought a pencil.
5. Ask him where he bought it.
6. Ask Segundo when he will go to school.
7. Ask the pupils where they put their books.
8. Ask Miss Alvarez how she makes rice-cakes.
9. Ask your teacher when he rings the bell.
10. Ask him why he rings it.

NOTE. — Read note, page 175.

## 141. Robinson Crusoe Rescues Friday

For twenty years I lived alone. I cultivated my fields, took care of my goats, and made with my own hands whatever I needed. During all that time I saw no human being. Then one day on the seashore I found something that made me jump with surprise and fright. It was a human footprint! There it was on the sand, the print of a large, naked foot, probably of a savage. I feared that a band of savages had landed on my island, and I hid for several days in my cave. But I never saw anything more of them.



After that, every day I went up to a high rock and looked out over the sea. One day I saw five canoes loaded with savages. They had two prisoners with them. While I watched, they came to shore and lit a fire.

Then they killed one of the prisoners. While they were doing this, the other one escaped and came running toward the place where I was hidden. Three of the savages followed him. As the three came near I raised my gun and shot one of them.

The other two, frightened by the noise of the gun, fled to the shore. Then all the savages got into their canoes and paddled away.

The prisoner whose life I had saved was also much frightened. But I made him understand by smiles and signs with my hands that I was his friend. He came up to me timidly and touched me. Then he kneeled before me and put my foot on his head. He did this to show that he was thankful and that he would be my servant.

I named him Friday, because it was on Friday that I saved his life. At first we could not talk to each other except by signs. But Friday was intelligent and quickly learned many English words. He was industrious, too, and worked hard. Soon I found him both a pleasant companion and a helpful servant. He often told me about his own country, which was not far away. He wanted me to build a boat and go with him to his people.

What did Crusoe find on the shore one day? Why was he frightened? Where did he hide?

Who came to his island? Tell what these men did.

Tell how one of the prisoners escaped. How did Crusoe save him? How did the poor prisoner thank Crusoe? Why did he call the man Friday? What did Crusoe teach Friday?

## 142. Where Things are

Can you obey these commands?

Take your hat in your hand. Put it on your head. Hold it over your head. Put it behind you. Hold it before you. Hold it over the table. Put it on the table. Put it under the table. Hold it near the wall. Place it against the wall. Put it into the waste-basket. Put it beside the waste-basket. Hold it between the table and the wall. Sit at your desk.

## WRITTEN EXERCISES

I. *Look at the picture. Copy the following sentences, filling each blank with one of the underlined words in the above :*



1. The boy is sitting — the table. His sister is standing — him. The boy has a pencil — his hand. He has a slate — him. He is writing — his slate.

2. I see two books and a vase — the table. The vase is — the two books. Who put the flowers — the vase?

3. There are three pictures — the wall. The

little picture is —— the two big ones. A fan is —— one of the pictures.

4. The lamp is hanging —— the table. The cat is —— the table. She is —— the boy's legs.

II. *Write thirteen commands like those at the beginning of this lesson. Use one of the underlined words in each command.*

143. *In, into*

1. Miguel ran into the room.
2. He is in the room.

The first sentence shows that Miguel moved from some place *outside* to the *inside*. We use *into* to show that a person or thing moves from the outside to the inside ; as, "He jumped into the water," "Put the flowers into the vase."

The second sentence shows where Miguel is. *In* is often used to show where a person or thing is.

NOTE. — Let a pupil step out of the room. Say to him, "Come into the room." While he is walking in, say, "He is coming into the room." Then say, "He is in the room." Give a girl a pencil and say, "Drop the pencil into the hat." When she has done that, say, "The pencil is in the hat." Try other object exercises, using *throw into, fall into, push into, run into, jump into, put into*.

WRITTEN EXERCISE

*Copy these sentences, putting in or into in place of the blank :*

1. One day while Ricardo was sitting —— a chair, Pussy jumped —— his lap. Ricardo playfully put her —— a large basket. She did not like to be —— a basket, so she jumped out and ran —— the kitchen.

2. Rafael had a peso — his pocket. He put his hand — his pocket and took it out.

3. The boys jumped — a boat. They like to ride — a boat.

#### 144. Words that Tell *how*

1. Benito writes neatly.

2. The pupils work quietly.

What word tells how Benito writes? What word tells how the pupils work?

A word that tells *how* is called an **adverb**.

Many adverbs that tell *how* are formed from adjectives by adding *ly*; as, *neat*, *neatly*; *rapid*, *rapidly*; *bad*, *badly*.

Form adverbs that tell *how* from the following adjectives:

|         |          |           |          |
|---------|----------|-----------|----------|
| rough   | soft     | sweet     | smooth   |
| loud    | pleasant | beautiful | glad     |
| careful | quick    | swift     | careless |

Most adjectives ending in *y* change *y* to *i* before adding *ly*; as, *happy*, *happily*.

Form adverbs from the following adjectives:

|        |      |       |      |
|--------|------|-------|------|
| pretty | easy | heavy | busy |
|--------|------|-------|------|

#### WRITTEN EXERCISES

I. Write the adverbs that you formed.

II. Use each adverb in a sentence.

145. Words that Tell *when*

1. Victor is studying tonight.
2. He played last night.
3. He will work tomorrow morning.

What word tells when Victor is studying? What words tell when he played? When he will work?

The following words are used to tell *when* :

|                |                      |              |
|----------------|----------------------|--------------|
| today          | day before yesterday | next Tuesday |
| yesterday      | day after tomorrow   | next month   |
| tomorrow       | tomorrow evening     | next year    |
| tonight        | yesterday afternoon  | last year    |
| last night     | a week ago           | last March   |
| tomorrow night | two months ago       | last Sunday  |
| this morning   | a long time ago      | this week    |

NOTE. — See note, Lesson 69.

## WRITTEN EXERCISE

I. *Write ten sentences. In each use one of the expressions above to show what happened some time in the past.*

EXAMPLE: I was sick last night.

II. *Write eight sentences. In each tell what you will do some-time in the future.*

EXAMPLE: I shall be in the fifth grade next year.

## 146. Words that are Spelled Alike

Some words are spelled alike, but have different meanings. Study the sentences on the next page:

## left

1. The boy cut his left hand.
2. He left the knife on the table.

## leaves

1. A tree has many leaves.
2. Gil leaves his slate in school.

## like

1. I like to work.
2. He looks like his brother.

## light

1. A feather is light.
2. The sun gives us light.

## well

1. He does his work well.
2. There is water in the well.
3. She is not sick; she is well.

## saw

1. I saw a carpenter.
2. He had a saw.
3. He can saw boards.

## lie

1. I lie in my bed.
2. Tell the truth; do not lie.
3. He told a lie.

## 147. Words that are Pronounced Alike

Some words are pronounced alike, but spelled differently and have different meanings.

no      know

1. Do you know that man?
2. No, I do not know him.
3. I have no pen.

new      knew

1. I have a new hat.
2. I knew my lesson.

there      their

1. There are my books.
2. Where are their slates?

so      sew      sow

1. Do you think so?
2. The girls sew cloth.
3. The boys sow seed.

## WRITTEN EXERCISE

*Use each of these words in a sentence :*

meet, meat

son, sun

right, write

sea, see

here, hear

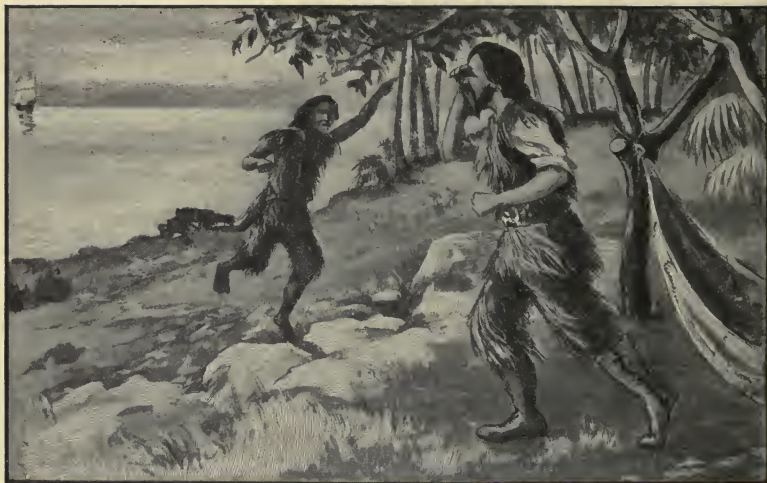
one, won

two, to, too

eight, ate

hour, our

week, weak



#### 148. Robinson Crusoe Leaves his Island

I had been on my island twenty-eight years, and never in all that time had I seen a European ship. Yet every night I prayed God to send one to take me away. One afternoon when I was sleeping, Friday awakened me with the cry: "Master! Master! They are come! They are come!" I jumped up, and to my surprise and joy I saw a ship sailing in toward my island. At first I thought I was dreaming.

As the ship came near, I saw that the sailors were Englishmen, my own countrymen. When they landed, they were astonished to find me

and to hear the strange story of my life on the island. They offered at once to take me and Friday back to England with them.

And thus it was that I left my little island after living on it for twenty-eight years.

How long did Crusoe live on his island? How did he get away from the island? Where did he go? Did Friday go with him?

#### WRITTEN EXERCISES

I. *Write a letter to your aunt telling her that you have been reading stories about Robinson Crusoe. Tell her which one you like best and why you like it best.*

II. *Write the story about Crusoe that you like best.*



I. The Verb *to be*

## AFFIRMATIVE

*Present*

## SINGULAR

I am busy.  
 You are busy.  
 He is busy.

## PLURAL

We are busy.  
 You are busy.  
 They are busy.

*Past*

I was busy.  
 You were busy.  
 He was busy.

We were busy.  
 You were busy.  
 They were busy.

*Future*

I shall be busy.  
 You will be busy.  
 He will be busy.

We shall be busy.  
 You will be busy.  
 They will be busy.

*Present Perfect*

I have been busy.  
 You have been busy.  
 He has been busy.

We have been busy.  
 You have been busy.  
 They have been busy.

## NEGATIVE

|                    |                       |                |
|--------------------|-----------------------|----------------|
| <i>Present.</i>    | I am not busy.        | You are, etc.  |
| <i>Past.</i>       | I was not busy.       | You were, etc. |
| <i>Future.</i>     | I shall not be busy.  | You will, etc. |
| <i>Pres. Perf.</i> | I have not been busy. | You have, etc. |

## INTERROGATIVE

|                    |                   |                    |
|--------------------|-------------------|--------------------|
| <i>Present.</i>    | Am I busy?        | Are you, etc.?     |
| <i>Past.</i>       | Was I busy?       | Were you, etc.?    |
| <i>Future.</i>     | Shall I be busy?  | Will you be, etc.? |
| <i>Pres. Perf.</i> | Have I been busy? | Have you, etc.?    |

NOTE. — Let the pupils complete each tense in the negative and interrogative. Call attention to the position of *not*; also to the position of pronoun or noun in the interrogative forms.

## II. Progressive Tenses

*Progressive Present*

## SINGULAR

I am playing ball.  
 You are playing ball.  
 He is playing ball.

## PLURAL

We are playing ball.  
 You are playing ball.  
 They are playing ball.

*Progressive Past*

I was playing ball.  
 You were playing ball.  
 He was playing ball.

We were playing ball.  
 You were playing ball.  
 They were playing ball.

*Progressive Future*

I shall be playing ball.  
 You will be playing ball.  
 He will be playing ball.

We shall be playing ball.  
 You will be playing ball.  
 They will be playing ball.

*Progressive Present Perfect*

I have been playing ball.  
 You have been playing ball.  
 He has been playing ball.

We have been playing ball.  
 You have been playing ball.  
 They have been playing ball.

NOTE. — If the pupils have been thoroughly drilled in the negative and interrogative forms of *to be*, they will find no difficulty in giving the same respective forms of verbs in progressive tenses. This matter can be simplified for the pupil by showing on the blackboard thus; write

*Negative.* I am not busy.

Then erase *busy* and substitute *playing ball*; thus,

*Negative.* I am not playing ball.

Now let some pupil give the conjugation of the present in the negative. Treat the other tenses above in the same way. Treat the interrogative in the same manner; as,

*Interrogative.* Am I busy?

Erase *busy* and substitute *playing ball*:

*Interrogative.* Am I playing ball?

Ask some pupil to give the remaining forms of the present in the interrogative. Treat the rest of the tenses above in the same manner. Instead of *playing ball* use expressions like the following: *throwing a stick*; *striking the desk*; *speaking loudly*; *calling a dog*; *lighting a fire*; *building a house*.

## III. Questions in Progressive Tenses

*Present*

## SINGULAR

What am I doing?  
 What are you doing?  
 What is he doing?

## PLURAL

What are we doing?  
 What are you doing?  
 What are they doing?

*Past*

What was I doing?  
 What were you doing?  
 What was he doing?

What were we doing?  
 What were you doing?  
 What were they doing?

*Future*

What shall I be doing?  
 What will you be doing?  
 What will he be doing?

What shall we be doing?  
 What will you be doing?  
 What will they be doing?

*Present Perfect*

What have I been doing?  
 What have you been doing?  
 What has he been doing?

What have we been doing?  
 What have you been doing?  
 What have they been doing?

NOTE. — After thorough drill in the above forms, let the pupils ask each other questions and answer them; as,

*Questions*

What am I doing?  
 What are you doing?  
 What is he, etc.?

*Answers*

You are standing.  
 I am sitting.  
 He is, etc.

Finish the present and treat the past in the same way. The pupils will thus learn that in question and answer the verbs are in the same tense.

After the pupils have memorized the above forms, let them use nouns in place of *he, she, it, they*; as, "What is the pig doing?" "What are the sailors doing?" "What were the blacksmiths doing?" "What was the governor doing?"

In place of *doing*, use *making, reading, writing, drawing, striking, sewing*, etc.

Write on the blackboard, "What is he reading?" Erase *what* and substitute for it *where*. Now let the pupils read the question. Let them learn:

Where am I reading?  
 Where are you, etc.?

Where are we reading?  
 Where are you, etc.?

Finish the present tense and treat the past in the same way. Do the same with *when, how, why*.

IV. The Verb *to play**Present*

## SINGULAR

I play ball.  
You play ball.  
He plays ball.

## PLURAL

We play ball.  
You play ball.  
They play ball.

*Past*

I played ball.  
You played ball.  
He played ball.

We played ball.  
You played ball.  
They played ball.

*Future*

I shall play ball.  
You will play ball.  
He will play ball.

We shall play ball.  
You will play ball.  
They will play ball.

*Present Perfect*

I have played ball.  
You have played ball.  
He has played ball.

We have played ball.  
You have played ball.  
They have played ball.

*Past Perfect*

I had played ball.  
You had played ball.  
He had played ball.

We had played ball.  
You had played ball.  
They had played ball.

*Future Perfect*

I shall have played ball.  
You will have played ball.  
He will have played ball.

We shall have played ball.  
You will have played ball.  
They will have played ball.

NOTE. — The pupils need not learn all the above tenses, but they should become familiar with the first four.

Show them the following : In the present *plays* is used only with *he, she, it*, and singular nouns. In the past *played* is used with all pronouns ; *played* is also used after *have* and *has* in the present perfect.

V. The Verb *to write*

## SINGULAR

I write a letter.  
 You write a letter.  
 He writes a letter.

*Present*

## PLURAL

We write a letter.  
 You write a letter.  
 They write a letter.

I wrote a letter.  
 You wrote a letter.  
 He wrote a letter.

*Past*

We wrote a letter.  
 You wrote a letter.  
 They wrote a letter.

I shall write a letter.  
 You will write a letter.  
 He will write a letter.

*Future*

We shall write a letter.  
 You will write a letter.  
 They will write a letter.

I have written a letter.  
 You have written a letter.  
 He has written a letter.

*Present Perfect*

We have written a letter.  
 You have written a letter.  
 They have written a letter.

I had written a letter.  
 You had written a letter.  
 He had written a letter.

*Past Perfect*

We had written a letter.  
 You had written a letter.  
 They had written a letter.

*Future Perfect*

I shall have written a letter.  
 You will have written a letter.  
 He will have written a letter.

We shall have written a letter.  
 You will have written a letter.  
 They will have written a letter.

NOTE. — The pupils should be thoroughly drilled in the first four tenses.

In class compare the conjugations of *play* and *write*. Show that the presents and futures of both are formed in the same manner.

Point out the differences in the pasts and the present perfects of these two verbs. Pupils should learn the past form and the form used with *have* of all irregular verbs that they use. For these forms see pages 177 to 181.

## VI. Questions in Simple Tenses

*Present*

## SINGULAR

Do I write a letter?  
 Do you write a letter?  
 Does he write a letter?

## PLURAL

Do we write a letter?  
 Do you write a letter?  
 Do they write a letter?

*Past*

Did I write a letter?  
 Did you write a letter?  
 Did he write a letter?

Did we write a letter?  
 Did you write a letter?  
 Did they write a letter?

*Future*

Shall I write a letter?  
 Will you write a letter?  
 Will he write a letter?

Shall we write a letter?  
 Will you write a letter?  
 Will they write a letter?

*Present Perfect*

Have I written a letter?  
 Have you written a letter?  
 Has he written a letter?

Have we written a letter?  
 Have you written a letter?  
 Have they written a letter?

NOTE. — The interrogatives of both regular and irregular verbs are formed as above. Instead of *write* use *play*, and let the pupils give all the tenses.

There are only two changes in the present, *do* and *does*. *Does* is used with *he, she, it*, and singular nouns. In all other cases *do* is used. The form *write* is used throughout the present. Do not let the children say, "Does he writes?" "Does she plays?"

*Did* is used throughout the past with the form *write*. Be careful that the pupils do not say, "Did I wrote?" "Did they played?"

Interrogative sentences in the future are formed by simply placing *shall* or *will* before the pronouns. In the present perfect, *have* or *has* are placed before the pronouns.

When the pupils have memorized the above forms, ask them to use nouns in place of the pronouns *he, she, it, they*; as, "Did the boy write?" "Will the men write?"

Later let the pupils conjugate each tense as follows:

When do I write a letter?  
 When do you write a letter?  
 When does he write a letter?

When do we write a letter?  
 When do you write a letter?  
 When do they write a letter?

Do the same with *where, how, why*.

## VII. Negative Statements

## SINGULAR

I do not sell rice.  
 You do not sell rice.  
 He does not sell rice.

*Present*

## PLURAL

We do not sell rice.  
 You do not sell rice.  
 They do not sell rice.

*Past*

I did not sell rice.  
 You did not sell rice.  
 He did not sell rice.

We did not sell rice.  
 You did not sell rice.  
 They did not sell rice.

*Future*

I shall not sell rice.  
 You will not sell rice.  
 He will not sell rice.

We shall not sell rice.  
 You will not sell rice.  
 They will not sell rice.

*Present Perfect*

I have not sold rice.  
 You have not sold rice.  
 He has not sold rice.

We have not sold rice.  
 You have not sold rice.  
 They have not sold rice.

NOTE. — Insist upon a clear pronunciation of *do, does, did*, in all negative statements. Do not let the children form the habit of saying, "I not hear." "The man not came," etc.

After the pupils have memorized the above forms, let them conjugate, substituting *buy* for *sell*.

Let the children put the sentences on pages 173, 174, in the negative. Let them make the above sentences affirmative.

The negative forms with *do, does, did*, are difficult for children. Drill frequently and thoroughly. The following is suggested for a rapid drill exercise: Give a short statement; as, "I see." Call upon some pupil to give the negative. Do not wait too long for a response. If the pupil does not answer at once, call on another. Give many other statements; as, "You jump." "The dog ran." "They will return." "My sister has gone," etc. Give two or three minutes of this kind of drill every day for a week. Prepare your statements before coming to class. Be careful to drill in all the tenses above, using all the pronouns, both singular and plural, also singular and plural nouns.

## List of Irregular Verbs

NOTE.—Do not use the term “past participle” in class, but show the pupils that that form of the verb which is used with *have* or *has* is found in the last column.

Encourage the pupils to use this list. When they use an incorrect form in the past, or with *have* or *has*, refer them to the list. Every pupil should know the past and the past participle form of all the irregular verbs that he uses.

| PRESENT | PAST              | PAST PARTICIPLE  |
|---------|-------------------|------------------|
| arise   | arose             | arisen           |
| awake   | { awoke<br>awaked | awoke<br>awaked  |
| be      | was               | been             |
| bear    | bore              | borne            |
| beat    | beat              | { beat<br>beaten |
| become  | became            | become           |
| begin   | began             | begun            |
| bend    | bent              | bent             |
| bid     | { bade<br>bid     | bidden<br>bid    |
| bind    | bound             | bound            |
| bite    | bit               | bitten           |
| bleed   | bled              | bled             |
| blow    | blew              | blown            |
| break   | broke             | broken           |
| bring   | brought           | brought          |
| build   | built             | built            |
| burst   | burst             | burst            |
| buy     | bought            | bought           |
| can     | could             |                  |
| catch   | caught            | caught           |
| choose  | chose             | chosen           |

| PRESENT | PAST    | PAST PARTICIPLE  |
|---------|---------|------------------|
| cling   | clung   | clung            |
| come    | came    | come             |
| cost    | cost    | cost             |
| creep   | crept   | crept            |
| cut     | cut     | cut              |
| deal    | dealt   | dealt            |
| dig     | dug     | dug              |
| do      | did     | done             |
| draw    | drew    | drawn            |
| drink   | drank   | drunk            |
| drive   | drove   | driven           |
| eat     | ate     | eaten            |
| fall    | fell    | fallen           |
| feed    | fed     | fed              |
| feel    | felt    | felt             |
| fight   | fought  | fought           |
| find    | found   | found            |
| flee    | fled    | fled             |
| fly     | flew    | flown            |
| forget  | forgot  | forgotten        |
| forsake | forsook | forsaken         |
| freeze  | froze   | frozen           |
| get     | got     | { got<br>gotten  |
| give    | gave    | given            |
| go      | went    | gone             |
| grind   | ground  | ground           |
| grow    | grew    | grown            |
| hang    | hung    | { hung<br>hanged |
| have    | had     | had              |

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| PRESENT | PAST   | PAST PARTICIPLE |
|---------|--------|-----------------|
| hear    | heard  | heard           |
| hide    | hid    | hidden          |
| hit     | hit    | hit             |
| hold    | held   | held            |
| hurt    | hurt   | hurt            |
| keep    | kept   | kept            |
| know    | knew   | known           |
| lay     | laid   | laid            |
| lead    | led    | led             |
| leave   | left   | left            |
| lend    | lent   | lent            |
| let     | let    | let             |
| lie     | lay    | lain            |
| lose    | lost   | lost            |
| make    | made   | made            |
| may     | might  |                 |
| mean    | meant  | meant           |
| meet    | met    | met             |
| pay     | paid   | paid            |
| put     | put    | put             |
| read    | read   | read            |
| ride    | rode   | ridden          |
| ring    | rang   | rung            |
| rise    | rose   | risen           |
| run     | ran    | run             |
| say     | said   | said            |
| see     | saw    | seen            |
| seek    | sought | sought          |
| sell    | sold   | sold            |
| send    | sent   | sent            |
| set     | set    | set             |

| PRESENT | PAST              | PAST PARTICIPLE   |
|---------|-------------------|-------------------|
| shake   | shook             | shaken            |
| shed    | shed              | shed              |
| shine   | shone             | shone             |
| shoot   | shot              | shot              |
| shrink  | shrank            | shrunken          |
| shut    | shut              | shut              |
| sing    | sang              | sung              |
| sink    | sank              | sunk              |
| sit     | sat               | sat               |
| sleep   | slept             | slept             |
| slide   | slid              | { slid<br>slidden |
| sling   | slung             | slung             |
| speak   | spoke             | spoken            |
| spend   | spent             | spent             |
| spin    | spun              | spun              |
| spread  | spread            | spread            |
| spring  | sprang            | sprung            |
| stand   | stood             | stood             |
| stay    | { stayed<br>staid | { stayed<br>staid |
| steal   | stole             | stolen            |
| sting   | stung             | stung             |
| strike  | struck            | struck            |
| string  | strung            | strung            |
| strive  | strove            | striven           |
| swear   | swore             | sworn             |
| sweat   | sweat             | sweat             |
| sweep   | swept             | swept             |
| swim    | swam              | swum              |
| swing   | swung             | swung             |

| PRESENT | PAST    | PAST PARTICIPLE   |
|---------|---------|-------------------|
| take    | took    | taken             |
| teach   | taught  | taught            |
| tear    | tore    | torn              |
| tell    | told    | told              |
| think   | thought | thought           |
| throw   | threw   | thrown            |
| tread   | trod    | { trod<br>trodden |
| wear    | wore    | worn              |
| weave   | wove    | woven             |
| weep    | wept    | wept              |
| win     | won     | won               |
| wind    | wound   | wound             |
| write   | wrote   | written           |

## SUGGESTIONS TO TEACHERS

THE principal work of the teacher in the primary grades is to help the children form the habit of free and correct expression in English. The first step in this process is to give the child a vocabulary of practical words which he can use in very simple and short sentences. This vocabulary must grow and at the same time the child's ability to use the words must be developed, otherwise his knowledge of words would be as useless as boards would be to a man who knows what boards are but can make nothing of them.

When the pupil takes up this book he already knows the meanings of many words and phrases. He understands the teacher in the ordinary conversation of the schoolroom and gets the thought from the printed page in his books. But he finds great difficulty in expressing his own thoughts, and even though he has the words at his command, his expression is often incorrect and sometimes unintelligible. He is prone to become careless and form the habit of incorrect expression, if he finds that incorrect phrases are understood.

The child aims to be understood, not caring whether his speech is good or bad. The teacher has a twofold duty: (1) He should aim to break this habit of faulty expression both by correcting the mistakes and by letting his own speech be a model for his pupils to follow; (2) in teaching new forms of expression, he should set out with the correct form and insist upon its being used. The habit once acquired, correct speech is just as easy as incorrect speech.

The speech of children should receive attention at all times, not only during the periods of the language recitation.

1. **Oral Work.** — In view of what has been stated, it is evident that the oral exercises are of very great importance and should outnumber written exercises. Although written exercises have a distinctive value, at this period of the child's development their value especially is to impress upon the child's mind the form of oral expression.

Children should be encouraged to tell, in their own words, stories which they have read or heard. There is danger in interrupting a child too often while he is telling a story, for he may become confused and forget what he wants to say. After he has finished his story, correct the most serious errors, or ask the pupils whether they noticed any mistakes. Let the pupils feel free to express themselves at all times and let all corrections be made in the spirit of kindly helpfulness. Story-telling should be made a pleasure, for then the children will talk, and often one will wish to say something which he cannot express in English. Then comes the question, "How do you say that in English?" And when he is told how, he will not soon forget the new expression which he has learned. Do not encourage the telling of long stories.

Pupils should not be allowed to continue the use of incorrect forms. If they persist in saying, "The boy run," give them the correct form. When they reach the lesson in which that particular expression is treated, show them just where their mistake is, and let them see that all they need to do is to add the final *s* to the verb. If, after the exercise has been learned and the pupils have been drilled on that point, they still make this mistake, refer them back to the lesson and ask them what they must do to give the expression correctly. Do not let the children feel that, when a lesson has been passed, it should also be forgotten.

At the beginning of some lessons, and on pages 170 to 176, are sentences in which the verbs are conjugated. These should be memorized, in addition to many others which are suggested. If a pupil continually says, "How you make this?" after he has had the drill on questions with *do* and *does*, let him first correct his mistake and then let him conjugate the present tense of the verb in that expression. Children have great trouble with negative and interrogative sentences. Give much drill on them, even after the lessons in which they are treated have been passed.

Correct pronunciation and clear, distinct enunciation are as important as correctness of form. If a child's pronunciation is poor, it is difficult to understand him even though his speech be correct; for example, some children pronounce alike *man* and *men*, also *run* and *ran*. If you should ask such a child, "What did the men do?" you could not tell whether he said, "The men ran," "The man ran," or, "The men run," for he would pronounce all alike. When teaching the plurals of nouns and possessives be careful that the final *s* is always distinctly heard when it should be at the end of a word, otherwise there should not be the slightest sound of a final *s*. This is also important in the case of the third person singular of verbs in the present. The extra syllable formed by adding *s* or *es* should be distinctly made; as *houses*, *benches*, *pushes*, *dances*. The *ed* ending of verbs in the past and past participles should always be heard. Sometimes it makes the sound of final *t*, as in *jumped*, *dropped*; and sometimes an extra syllable is added, as in *mended*, *planted*.

**2. Preparation for Written Work.**—The pupils should never be allowed to write an exercise until they clearly understand what is to be done. Every written exercise should be gone over orally in class before it is written. All questions should be answered orally and, after they have been written, should be read aloud from the papers. The sentences in which blanks are to be filled should be read in class, the pupils supplying orally the missing words. If a written exercise requires the pupils to build sentences, much oral drill in sentence building should be given. If the pupils are required to write a story, letter, or composition of any kind, a good thorough oral preparation should be given. This preparation should aim to call attention to logical order of sentences. It is well to hold the pupils to the order sug-

gested in the outlines, questions, or models of stories which are found in the book. Read the note to Lesson 1.

3. **Written Work.** — The pupils should be inspired with a pride to hand in neat and well-written papers. When collecting the papers, glance at each one and hold before the class such as are models of neatness. If a paper is hastily and carelessly written, hand it back to be done over. The general form, as found in Suggestions to Teachers in the "First Primary Language Book," should be followed.

In the exercises on letter writing pay particular attention to the form. A letter should be carefully written and neatly folded. Do not let pupils write long letters, or about too many things in the same letter. Business letters should always be brief, to the point, and polite.

Correct all papers as directed in Suggestions to Teachers, "First Primary Language Book."

4. **Spelling.** — Whenever you look over a set of language papers, make a list of the misspelled words. Require each pupil to keep a list of all words that he spells incorrectly. Two or three minutes of any recitation may be devoted to a spelling exercise. Spelling should be sometimes oral, sometimes written.

5. **Dictation.** — Read Suggestions to Teachers, 4, "First Primary Language Book." A good device would be to write the dictation exercise on the board before school and cover it with a sheet of paper so that the class cannot see it; after the sentences have been dictated, remove the paper, and let each pupil correct his own paper. Then collect the papers and see how well they were corrected. Sometimes a teacher may make a dictation exercise of sentences, using words that the pupils have misspelled in their written work.

6. **Method.** — The teacher should ask all the questions in the book which develop a principle in language, and the children should be prepared to answer them. This work will enable the children to think for themselves and will help them to understand just what they must do in the written exercises.

The aim has been to introduce only such grammatical terms as are necessary to make the exercises clear. Use no terms in class except such as you find in the text for the pupils.



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